

ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

**PROMOTING LEARNER AUTONOMY TO INCREASE THE
INTRINSIC MOTIVATION OF THE YOUNG LANGUAGE LEARNERS**

Deniz KARAGÖL

MASTER OF ARTS

ADANA, 2008

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ÖZET

DİL ÖĞRENİMİNDE ÇOCUKLARIN İÇSEL MOTİVASYONLARINI ARTIRMAK İÇİN ÖĞRENCİ ÖZERKLİĞİNİ GELİŞTİRMEK

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Güdülenme birçok İngilizce öğretmeninin gündemindedir çünkü o, bir dili uygun bir şekilde öğrenmeye başlamaları için öğrencilerin karşılanması gereken en temel ihtiyaçlarından birisidir. Öğrencinin kendisinden kaynaklanan içsel güdülenme bir dili öğrenmeye duyulan istek ve verilen görevleri severek yerine getirmek açılarından son derece önemlidir. Küçük yaştaki pek çok dil öğrencisinin sınıf aktivitelerine katılmadaki isteksizliğinin asıl sebebi içsel güdülenme eksikliğidir. Bu sebeple bu vaka çalışmasının ele aldığı ana konu Adana Çatalan İlköğretim Okulu 6. sınıf öğrencilerimde gözlemlediğim içsel güdülenme eksikliğidir.

Bu çalışmanın esas amacı öğrenen özerkliğinin genç yabancı dil öğrenenlerinin içsel güdülenmesi üzerindeki etkisini incelemektir. Avrupa Ortak Dil Ölçütleri Çerçevesinin ileri sürdüğü kriterler doğrultusunda hazırlanmış olan öz değerlendirme formlarının öğrenen özerkliğini ilerletmede değerli bir araç olduğu gerçeğini varsayarak, öğrencilerin sınıf ortamındaki içsel güdülenmelerini teşvik etmek amacıyla onlara özerklikte farkındalıklarını artırmak için elverişli durumlar sağlayacağını düşündüğümüz kişisel değerlendirme fırsatları verilmiş ve ayrıca karar verme sürecine etkin olarak katılımları sağlanmıştır.

Veri kaynağı olarak, Öğrenen Özerkliği Anketi, İçsel Güdülenme Envanteri ve Sınıf Gözlemleri uygulanmış ve sonuçlar içerik analizi ve İkili T- testi ile değerlendirilmiştir.

Anahtar Sözcükler: içsel güdülenme, öğrenen özerkliği, genç dil öğrenenleri, öz değerlendirme formları.

ABSTRACT**PROMOTING LEARNER AUTONOMY TO INCREASE THE INTRINSIC
MOTIVATION OF THE YOUNG LANGUAGE LEARNERS****Deniz KARAGÖL****Master of Arts, English Language Teaching Department****Supervisor: Asst. Prof. Dr. Jülide İNÖZÜ****June 2008, 83 pages**

Motivation is in the agenda of most of the English language teachers because it is one of the basic needs of the students to be satisfied, so that they will begin to learn a language appropriately. Intrinsic motivation which stems from the learners themselves is very crucial in terms of willingness to learn a language and enjoy doing the tasks. The reason for most of young language learners for not joining the activities is the lack of intrinsic motivation indeed. Therefore the major concern of this case study is the lack of intrinsic motivation I observed in my sixth grade students at Çatalan Primary School in Adana. The specific purpose of the study was to examine the impact of learner autonomy on the intrinsic motivation of young foreign language learners. Assuming the fact that self-assessment checklist prepared in accordance with the Common European Framework of References (CEFR) is a valuable tool in promoting learner autonomy, I made use of it with the purpose of providing students opportunities to raise their awareness in autonomy so as to foster their intrinsic motivation in the classroom environment. Furthermore, I involved the learners in the decision making process by presenting them task choices to promote their autonomy.

As sources of data Autonomy Learner Questionnaire (ALQ) and Intrinsic Motivation Inventory (IMI) were administered. Also classroom observations were done to support the data obtained from these instruments. The results were discussed by content analysis and Paired Samples T-Test.

Keywords: intrinsic motivation, learner autonomy, young language learners, self-assessment checklists.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Due to the need for foreign language speaking people in most of the fields of the business world and even in the casual lives of the citizens because of globalization, foreign language education has risen rapidly in Turkey. As especially the English language is one of the most used lingua francas chiefly in the international diplomacy of the European Union of which Turkey tries to be a member for years, many people starting from the early childhood have their children meet English in the private schools or courses. Taking these issues into account, the Ministry of Education in Turkey revised the English curriculum and increased the total number of English lessons per week. Besides, they encouraged the schools to carry out various projects in cooperation with the schools located in Europe within the framework of the educational programs organized and sponsored by the European Union.

Foreign language education in early ages of the school education is very important as young learners have an innate ability to learn a foreign language. In line with this argument, at present The Ministry of Education in Turkey mandates teaching of English beginning from the fourth grade of the primary school. However starting to learn English or any foreign language at an early age is not enough for success. So as to learn a foreign language, the students or the learners should be motivated because nobody can really learn a subject or a language meaningfully without having any motivation. There are numerous studies which point out the importance of language motivation (Gardner and Lambert, 1972; Dörnyei, 1994; Williams and Burden, 1997). Especially, intrinsic motivation which stems from the learners themselves is very crucial in terms of willingness to learn a language and enjoying doing the tasks since it is an innate feeling which encourages them. In their studies Ellis (1997) and Crookes & Schmidt (1991) mention that while both intrinsic and extrinsic motivations are essential elements of success, it is intrinsic motivation which has been found to sustain long-term success when learning a foreign language.

Oxford (1990) says that by looking at the students' language learning process it can be observed that motivation affects achievement directly. Chambers (1999),

Dörnyei (1998) and Oxford (1990) specify that motivation and achievement are interrelated to each other, when one is lacking, the other is probably does not fully exist either. Macaro (1997) and Van Lier (1996) also state that success and motivation are both closely related and interdependent.

The foreign language education of the young learners has been searched in many countries by various researchers and some of them found that the supportive classroom environment and the effective teaching and learning processes help pupils to enhance their intrinsic motivations (Xinyi, 2003; Brophy, 1998). So, teachers should be sensitive in order to foster their young learners' motivation towards learning English. If the pupils feel demotivated in the beginning of their language learning experiences, they will not continue to learn English by themselves intrinsically. Therefore, motivational factors have a big role and importance in the language learning process of the young learners.

More recently, researchers have examined the relationship between motivation and autonomy. As already mentioned, motivation is considered to be a good predictor of success, and learners' levels of motivation are said to rise when they are actively and independently involved in their own learning. Dickinson (1995) posits that when learners are actively and independently involved in their own learning, their motivation levels increase and they learn more effectively. Similarly, Ushioda (1996) emphasizes that autonomous learners are by definition motivated learners. Macaro (1997) and Van Lier (1996) add that the person's self-determination and autonomy tie intrinsic motivation to personal achievement.

So, along with the support from the studies of various scientists, it can be said that motivation is very crucial both in language learning process and in the classroom structure. As it is mentioned, learner autonomy shows the students' independency towards learning and triggers motivation. In the light of the previous studies, we can also make the inference that autonomy in learning is also linked to interest in learning and studying for its own sake. And this link can be said to bring success in the classroom environment.

1.2.Statement of the Problem

The major concern of this research is the lack of intrinsic motivation I observed in my learners. Since I started teaching, I have observed that while some of the students are eager to learn English as a foreign language, most of the other students do not have

this intrinsic motivation adequately. Those students who have a will to learn seem to enjoy themselves while implementing the tasks. On the other hand students who are not motivated enough reject to join the lessons or deal with any tasks presented to them. Unfortunately the lack of motivation is a common problem in language education. Not only I have had this problem in most of my students, but also my colleagues have had it. In our informal interviews and chats, they often verbalize their concerns related with the lack of student motivation and problems that stem from it in teaching and learning process such as, reluctant students who do not join the activities. The learners do not learn anything without motivation. Students who are motivated have a desire to undertake their study and complete the requirements of their course (Lintern, 2002). As the young language learners do not learn the foreign language for an instrument such as finding a job, the role of their internal desire to learn English is far more important than the course requirements for an effective learning to take place. According to Pintrich and Schunk (1996), intrinsic motivation refers to motivation to engage in an activity for its own sake. People who are intrinsically motivated work on tasks because they find them enjoyable. For that reason, we believe it is crucial to motivate students intrinsically.

1.3.Purpose of the Study

This particular case study aims to find out the influence of the learner autonomy on the intrinsic motivation of the sixth grade EFL students studying at Çatalan Primary School in Adana, Turkey. Assuming the fact that the self-assessment checklist prepared in accordance with the Common European Framework of References (CEFR) is a valuable tool in promoting learner autonomy (see sections 2.4.1.3 and 2.4.1.4), we made used of it with the purpose of providing students opportunities for enhancing their autonomy so as to foster their intrinsic motivation in the classroom environment. Within the framework of this specific study, the opportunities students provided for promoting autonomy were meant to be first, active involvement of learners in the learning process through the use of self-assessment checklists and, second, freedom in task choice. With this research, we hope to provide some insights to the field of motivation by highlighting the relationship between learner autonomy and intrinsic motivation via the findings of the study.

1.4. Research Questions

The research questions guiding the current study are as follows:

Question 1:

What specific classroom practices are helpful in our case within the process of promoting learner autonomy?

- a. Does involvement of learners in the learning process through the use of self-assessment checklists promote their autonomy?
- b. Does involvement of learners in the decision making process by presenting them task choices promote their autonomy?

Question 2:

To what extent does promoting learner autonomy contribute to the development of the intrinsic motivation of the sixth grade EFL students in our case?

In the next chapter, we are going to present the literature in relation to our particular topic discussed by various researchers.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

The topic of motivation is a broad one. There exists an extensive literature on motivation and, in this present chapter, we are going to review the literature related to motivation by focusing on its relationships with autonomy as well as introducing these terms from various aspects.

Motivation is one of the basic needs of the pupils to continue their education and to be successful in learning. The term “motivation” is used and is easily understood in everyday conversations, yet, it has been difficult for researchers to agree on a definition or model for motivation as it relates to language learning. Motivation is considered to be one of the most important factors determining success in foreign language acquisition and language teachers are constantly striving to find ways to motivate their students. The role of motivation in language learning has been examined in the following sub-sections.

2.2. Affective Dimension of Language Learning

“purely cognitive theories of learning will be rejected unless a role is assigned to affectivity”

by Ernest Hilgard (Brown, 1987, p.99).

Oxford (1990) mentioned that good language learners are often those who know how to control their emotions and attitudes about learning. The affective domain is the emotional side of human behavior and the development of affective states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact (Brown, 1987). When we have a brief look at some of the components of these factors, we see self-esteem, inhibition, anxiety, empathy, extroversion, self-efficacy and motivation although our focus here is motivation, we will give a brief definition for the other affective factors as they appeared in Brown (1987):

- *Self-esteem* is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself and the extent to which an individual believes himself to be capable, significant, successful and worthy.
- *Inhibition* is a defense which we place between ourselves and others. And this can prevent us from communicating in a foreign language.
- *Anxiety* is a state of apprehension, a vague fear.
- *Empathy* is a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another.
- *Extroversion* is the extent to which a person has a deep seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself.
- *Self-efficacy* is people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.

2.3. Motivation

The definition of our focal point “motivation” has been a matter of discussion for many years. It has got a complex and various definitions among the researchers. Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action (Brown, 1987). According to Woolfolk (1998), motivation is an internal state that arouses, directs and maintains behavior. Motivation is also defined as the impetus to create and sustain intentions and goal seeking acts (Ames & Ames, 1989). Similar to Ames and Ames’ definition, Pintrich and Schunk (1996) defines the term as follows: Motivation is a force that energizes, sustains, and directs behavior toward a goal. Another specific and detailed definition belongs to Dry (1977):

“Motivation is a function of self-image, which is the assessment, varying in time, made by the individual of his own aptitudes and capacity of his actual and potential relation to society at all degrees of proximity to and remoteness from himself, compounded of varying, ... of conscious and unconscious beliefs” (p. 190).

Although the term ‘motivation’ is an umbrella term and subsumes a range of motives – financial incentives to desire for freedom – its influence on behavior is apparent and worthy of analysis. Without sufficient motivation individuals cannot achieve long term goals despite having remarkable abilities, appropriate curricula and good teaching (Dörnyei, 1998).

Dörnyei and Ottó (1998) brought new aspects to the term motivation similar to the previous definitions. They underline some concepts such as, energy and impetus; however they also draw attention to the changing pattern of the term motivation:

“In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out” (p. 64).

Lintern (2002) said that motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course. And, Theall (1999) reported motivation as the natural human capacity to direct energy in the pursuit of a goal, and learning is a naturally active and normally volitional process, but that process cannot be separated from the cultural context of the classroom or from the background of the learner. Dembo (2000) considers motivation as, the internal processes that give behavior its energy and direction. These internal processes include your goals, beliefs, perceptions, and expectations (p.9).

To sum up, motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task. People are unlikely to do a behavior unless they are motivated, thus motivation arouses people and the learners to go on doing something or to fulfill something different. Accordingly, the teachers should be aware of the importance of the motivation when setting the classroom conditions. The next sub-sections display that the definition of motivation can be done in numerous ways in line with the following theories.

2.3.1. Theoretical Approaches to Motivation

Deci and Ryan (1985) argued that intrinsic motivation and self-determination are necessary concepts for an organismic theory. As the importance of these concepts has

been increasingly recognized by psychologists, psychological theories have become less mechanistic and more organismic. Theories that recognize these concepts while giving attention to the energization and to the direction of behavior are organismic motivation theories. They further add that:

“Motivation theories are built on a set of assumptions about the nature of people and about the factors that give impetus to action. These assumptions, and the theories that follow from them, can be viewed as falling along a descriptive continuum ranging from the mechanistic to the organismic. *Mechanistic* theories tend to view the human organism as passive, that is, as being pushed around by the interaction of physiological drives and environmental stimuli, whereas *organismic* theories tend to view the organism as active, that is being volitional and initiating behaviors” (p.4).

2.3.1.1. Mechanistic Theories

Within psychoanalytic psychology, motivation theory began with Freud’s (1914, 1915) *drive theory* (often called *instinct theory*), whereas within empirical psychology it can be said to have begun with Hull’s (1943) drive theory. Freud (1917) said that there are two important drives- sex and aggression- whereas Hull asserted that there are four- hunger, thirst, sex, and the avoidance of pain (in Deci & Ryan,1985).

Mechanistic Theories are based on Darwin’s studies on human instincts. In 1859, Darwin reported that humans, like animals, are directed by instincts, and some of their behaviors are partially unreasonable. McDougall (1908) defines instinct as behavior that is inherited rather than learned. It is an inborn tendency and biological force that dominates behavior. He viewed instinct as unlearned, universal in expression, and universal in species. However, Hull (1943) defines drives as the activator of habits and the motivational aspect of physiological needs. Similar to this definition, Lefrançois (1999) said that drives are energies or tendencies to react that are aroused by needs. For example, we have a need for food and this need gives rise to a hunger drive.

When we think the idea of utilizing reinforcement and punishment in the learning process, we see Skinner as the owner of the *operant conditioning theory*. According to Skinner (1953), this theory describes one type of associative learning in which there is a contingency between the response and the presentation of the reinforcer. He said that anything that increases behavior, makes it occur more frequently, makes it stronger, or makes it more likely to occur, is termed a reinforcer. Anything that decreases behavior, makes it occur less frequently, makes it weaker, or

makes it likely to occur, is termed a punisher. Chastain (1988) said the effect of stimulus causes motivation in Skinner's model. When someone is given the correct stimuli and reinforcement he can learn everything.

Utilizing rewards and punishment in educational process is under debate in the last decades. Anderman and Maehr (1994) argued that using rewards sends students the wrong message about learning. However, rewards and punishment are used in the learning process by most of the teachers, therefore, rewards, punishment and incentives should be analyzed so as to understand the motivation of the learners in the class.

2.3.1.2. Cognitive Theories

Cognitive view of motivation centers on individuals making decisions about their own actions as opposed to being at the mercy of external forces over which they have no control (Williams and Burden, 1997). In empirical psychology, the growing interest in cognitive processes, stimulated by the pioneering work of Tolman (1932) and Lewin (1936), brought unobservable intervening variables to the foreground. Increasingly, choice and decision making replaced stimulus- response associations to explain the direction of behavior (Deci & Ryan, 1985). The cognitive approaches concentrate on what we cannot observe (Woolfolk, 1998).

The research of *cognitive evaluation theory* started with a straightforward question: if a person is involved in an intrinsically interesting activity and begins to receive an extrinsic reward for doing it, what will happen to his intrinsic motivation for the activity? There had been studies done on this and opposite results had been obtained, thus it was suggested that there may be interesting interaction between intrinsic motivation and extrinsic rewards. However, Lepper (1973) proved in one of his studies on this that rewards will undermine intrinsic motivation. McGraw (1978) reviewed in his studies that when extrinsic rewards are introduced into a learning situation, some of the learners' attention appears to shift from the learning task to the reward (in Deci & Ryan, 1985).

Another cognitive related theory is the *expectancy-value theory*. Atkinson (1964) claimed that the strength of aroused motivation to achieve is a function of both the strength of the expectancy of a goal attainment and the value of that goal to the individual. He also created a comprehensive model of *achievement motivation* within the expectancy-value theory which is explained by expectancies of success and incentive values. In his other words, achievement motivation is a need to excel in

learning tasks and the capacity to experience pride in accomplishment. In similar fashion, according to Dörnyei (2001), achievement motivation is the expectancy of success in a given task and the value the individual attaches to success on the task. Williams and Burden (1997) claimed that the greater the value that individuals expect from the accomplishment of or involvement in an activity, the more highly motivated they will be to participate in it and the more effort they will expend to succeed in the activity.

One of the other cognitive theories is the *attribution theory* which is a theory of motivation that focuses on how people explain the causes of their own success and failures (Slavin, 2000). This theory emphasizes past achievement experiences and suggests that either success or failure determines our future achievement (Dörnyei and Ottó, 1998). According to attribution theory, learners who believe that they have control over their learning tend to be more successful than others (Dickinson, 1995).

Goal orientation theory is also a cognitive theory. It was specifically developed to explain children's learning and performance in school settings as mentioned by Pintrich and Schunk (1996). And lastly, we will explain an important concept which is the *locus of control*. Rotter (1966) mentioned that this term refers to whether people believe that outcomes are controllable, in other words whether outcomes are believed to be contingent on one's behavior (in Deci and Ryan, 1985). Locus of control is also defined by Slavin (2000) as a personality trait that concerns whether people attribute responsibility for their failure or success to internal or external factors.

2.3.1.3. Humanistic Theories

Humanistic theorists share the common belief that people are continually motivated by the inborn need to fulfill their potential (Woolfolk, 1998). In this theory, humans are driven to achieve their maximum potential and will always do so unless obstacles are placed in their way (Maslow, 1968). In his hierarchy of basic needs, he focuses on the importance of satisfying psychological and emotional needs for better achievement. They should be fulfilled step by step for motivation and success. As discussed by Maslow (1970), the concept of self-actualization is used to describe people who have developed to the point of utilizing their full potentials in an integrated and unconflicted way (in Deci and Ryan, 1985, p. 164).

2.3.2. Intrinsic Motivation and Extrinsic Motivation

Woolfolk (1998) asserted that the distinction within the term motivation from the point of attitudes shows us clearly that a learner learns as a result of different factors. These factors are sometimes related to individual characteristics, but sometimes to states. That is, learners are in due to internal or external causes (See sub-section 2.3.1.2.).

Both intrinsic and extrinsic motivations are beneficial for the students in the classroom. But, it is the intrinsic motivation which is innate and which depends on the students themselves, so it is more important in the classroom setting. When they are intrinsically motivated, pupils show interest in learning because of having fun and getting pleasure without any external influences. It is known that so as to learn a foreign language properly, it is essential to be willing to learn it by heart. As some of the researchers say the classroom environment effects the students' intrinsic motivation and there are various strategies used in the classroom to promote the development of intrinsic motivation of the pupils (Xinyi, 2003; McKinney, 2006). What exactly is intrinsic motivation? Here's how some experts define it.

In empirical tradition, psychologists are most apt to refer to the non-drive-based motivation as intrinsic motivation, suggesting that the energy is intrinsic to the nature of the organism (Deci and & Ryan, 1985). They added that intrinsic motivation is referred for an activity when a person does the activity in the absence of a reward contingency or control.

According to Pintrich and Schunk (1996), intrinsic motivation refers to motivation to engage in an activity for its own sake. People who are intrinsically motivated work on tasks because they find them enjoyable. Reeve (1996) states that intrinsic motivation is the innate propensity to engage one's interests and exercise one's capacities, and, in doing so, to seek out and master optimal challenges. Raffini (1996) indicates that intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself- it's what motivates us to do something when we don't *have* to do anything. Wlodkowski (1998) states that intrinsically motivated action is that which occurs for its own sake, action for which the only rewards are the spontaneous affects and cognitions that accompany it. Intrinsically motivated behaviors require no external supports or reinforcements for their sustenance.

Brophy (1998) discusses that some treatments of intrinsic motivation emphasize the affective quality of students' engagement in an activity, that is, the degree to which they enjoy or derive pleasure from the experience. According to Xinyi (2003);

“There is a long-standing mistaken idea that a foreign language is a skill that children have little intrinsic desire to learn or master. He continues that by creating a supportive learning environment and effectively intervening in the learning process, the intrinsic motivation of young foreign language learners could be stimulated from the beginning. L2 intrinsic motivation could be well predicted by perceived L2 competence and autonomy” (p. 502).

Malone and Lepper (1987) have defined intrinsic motivation more simply in terms of *what people will do without external inducement*. Intrinsically motivating activities are those in which people will engage for no reward other than the interest and enjoyment that accompanies them. Brandt (1995) indicates that, the basic idea behind intrinsic motivation and intrinsic rewards is that learning is reinforcing in itself. And children are the most curious, naturally driven learners on the face of this Earth. This is why classroom works: it is utilizing the natural learning energy of children.

According to Harter (1981), extrinsic motivation refers to, preference for easy work, pleasing teacher and getting grades, dependence on teacher in figuring out problems, reliance on teachers' judgment about what to do and external criteria for success. Pintrich and Schunk (1996) state that extrinsic motivation is motivation to engage in an activity as a means to an end. Individuals who are extrinsically motivated work on tasks because they believe that participation will result in desirable outcomes such as a reward, teacher praise, or avoidance of punishment.

Dörnyei (2001) identified extrinsic motivation under four different categories:

1. External Regulation (refers to behavior initiated by another person. E.g. parental confrontation, praise.)
2. Introjected Regulation (refers to internalized rules or demands that pressure one to behave with threatened sensations, or promised rewards.)
3. Identified Regulation (occurs when the individual values the activity and has identified with it.)

4. Integrated Regulation (refers to activities which are fully self-determined and primarily part of adult stages of development.)

The distinction of intrinsic and extrinsic motivation has been made by various researchers. Van Lier (1996) classifies these terms as; intrinsic motivation is like the money you own, whereas extrinsic motivation is like borrowed money. Being very highly motivated is like having a lot of money, and like money, motivation can be wasted, or well spent. So, a learner who tries to learn for his own sake is intrinsically motivated, and does not need any rewards from outside, whereas extrinsic motivation involves any kind of reward such as good grades. In 2000, Sansone and Harackiewicz emphasized that when individuals are intrinsically motivated, they engage in an activity because they are interested in and enjoy the activity. When extrinsically motivated, individuals engage in activities for instrumental or other reasons, such as receiving a reward. Similar to this explanation, Slavin (2000) continues that when people pursue activities for their intrinsic interest, they are especially likely to become and remain fascinated and observed by them and feel happy. Conversely, when people concentrate on the external rewards of particular tasks, they experience decreased emotional involvement and negative feelings.

After discussing the literature related to motivation in general, now we will turn our attention to motivation and its importance in foreign language learning.

2.3.3. Factors Influencing Motivation in Foreign Language Learning

There are numerous factors that influence the motivation in foreign language learning such as, attitudes, social factors and individual differences (age, gender), language learning styles, autonomy and so on. In this sub-section we will handle the factors related to the concern of our study.

2.3.3.1. Gardner's Socio-Educational Model

According to Conner (2000) while subsequent researchers based their studies upon small numbers of interviews and suggested that motivation and identification with the target language is important, Gardner carried out empirical studies associating three factors with second language achievement: aptitude, motivation and integrative motivation. Here the term aptitude determines the attitudes towards the second language. When the learner is motivated he will want to learn the language and enjoy

learning that language. At the same time, integratively oriented learner will have more positive attitudes toward language learning. In 1985, Gardner proposed the central theme of this model that second language acquisition occurs in a particular cultural context. It involves *the value of learning the language, the nature of language contexts, the role of the various individual differences in the language learning process, and the types of learning outcomes*.

In this model, his work takes attention to the foreign language classroom setting. Gardner (1985) identified a number of factors influencing learner's success in second language learning. And these points are social and cultural milieu, individual learner differences, the setting or context in which learning takes place and linguistic outcomes. Gardner also, developed Attitude/ Motivation Test Battery (AMTB) so as to measure the relationship between motivation and proficiency in language learning process. AMTB is composed of three sub-scales to measure three different characteristics, which are the attitudes toward learning a language, the desire to learn the language and motivational intensity. Gardner (1985) suggests that a highly motivated individual will enjoy learning the language, want to learn the language, and strive to learn the language and he adds that why an individual is learning a foreign language is the main concern of motivation.

Gardner and Lambert (1972) noted that there are two types of motivational orientation of learning another language: *integrative* and *instrumental*. Gardner and Lambert (1972) distinguished motivation as integrative and instrumental. According to their definitions, if the learner is oriented toward instrumental goals -desire to study in the country where the target language is spoken or to get a better job, the motivation becomes instrumental. However, when learners want to interact with members of the other community, and get to know the target language culture better and even become part of it, the motivation becomes integrative.

Oxford and Shearin (1994) specified that this difference can play an important role in the real life experiences of a language learner, as motivation can change over time they also considered a *motivational orientation* to reflect the goal of learning an L2, whereas *motivation* to reflect the impetus to arrive at this goal.

2.3.3.2. Dörnyei's Framework of Motivation in Foreign Language Learning

Dörnyei (1994) defined motivation as a multi-level construct. He also, classified L2 motivation into three levels, the language level, the learner level and the learning situation level. The language level is composed of various items such as, culture,

community, pragmatic values etc. This level is an answer to the question why and for what intention a learner chooses a given language. The learner level includes two items: need for achievement and self- confidence. Dörnyei (2001) clarifies this level as the individual characteristics that the learner brings to the learning process. The learning situation level constitutes three components: course-specific motivational components (interest, expectancy, satisfaction etc.), teacher-specific motivational components (affiliative motive, authority type, task presentation, feedback etc.), and group-specific motivational components (goal-orientedness, reward system, group cohesiveness). The model Dörnyei developed contains motivational components aspect of classroom language learning in foreign and second language learning situations.

2.3.3.3. Attitudes in Language Learning

Oxford (1990) suggested that attitudes are strong predictors of motivation in foreign language learning as in other areas of life. Chambers (1999) distinguished motivation and attitudes. The distinction between motivation and attitude is difficult to make, but in fact they are quite different to one another. Motivation is something that can change immediately according to any reason or behavior, whereas attitude is not easy to change since it is quite related to individual's set of values or habits. He also defines attitudes as, a set of values which a student brings to the foreign language learning experience. Foreign language learning experience, target language community, the influence of family and friends and the attitudes which the learners may demonstrate are the values a student owns. Wenden (1991) defines attitude as, learned motivations, valued beliefs, evaluations, what one believes is acceptable or responses oriented towards approaching or avoiding. Implied in these various definitions, there are three characteristics of attitudes: they always have an object, they are evaluative and they predispose to certain actions.

Oxford and Shearin (1994) noted that if we assume that a learner's attitudes affect the development of motivation, we can come to a conclusion that achievement in foreign language learning is directly related to the learner's attitudes. Larsen-Freeman and Long (1991) also say that, associated with the concept of motivation, attitudes are important concerns related to motivation since they affect the reflection of learning a language for the learners.

2.3.3.4. Learning Style in Language Learning

Motivation is important to learning, and the feeling of being valued as a human being is a powerful motivator. Student achievement is enhanced by a school environment that is safe, inviting and free of harassment (McCarty and Siccone, 2001).

Felder and Henriques (1995) announce individual's learning style as the ways in which an individual characteristically acquires, retains, and retrieves information. They add that students learn in many ways- by seeing and hearing, reflecting and acting, reasoning logically and intuitively, memorizing and visualizing.

According to Felder and Henriques (1995), learning styles have been extensively discussed in the educational psychology literature, for example in researchers' works such as Claxton & Murrell (1987) and Schmeck (1988) and specifically in the context of language learning by Oxford and her colleagues (Oxford, 1990; Oxford et al. 1991; Wallace and Oxford, 1992; Oxford & Ehrman, 1993). Over 30 learning style assessment instruments have been developed in the past three decades as reported by Guild & Garger (1985) and Jensen (1987), (in Felder and Henriques, 1995). The researchers also proposed a classification of the learners in accordance with their learning styles in five categories: sensing and intuitive learners, visual and verbal learners, active and reflective learners, sequential and global learners and inductive and deductive learners.

Accordingly, teachers should be careful as to diminishing the mismatches between the learning styles of the students and the teaching styles of them into the minimum level so as to keep the student motivation higher.

2.3.4. Factors Effecting Intrinsic Motivation

The style of a teacher could influence the students' intrinsic motivations. This is often related to the control orientation of the teacher. Valas and Sovik (1993) studied seventh and eighth grade math students and found that students who believed their teachers allowed more *student autonomy* tended to have *higher intrinsic motivation* in math than students who believed their teachers were more controlling. The students with higher motivation also perceived themselves as more competent in mathematics, in addition to having higher achievement scores.

According to Strong, Silver, and Robinson (1995) there are four issues which are essential to meeting children's motivational needs such as, promoting success, arousing curiosity, allowing originality, and encouraging relationships. Teachers can foster

students' success by clearly defining what success is and helping children see how they can reach it. If teachers put children in an active role where they solve the unknown by providing lessons which offer contradictory information, curiosity can be attained. Also, meaningful issues also awaken curiosity. Allowing many opportunities for students to express autonomy promotes originality. Lastly, children's innate need for interpersonal involvement is enhanced by encouraging relationships. When such factors are included in a classroom, children are naturally driven to learn because their intrinsic motivation is fostered.

The nature of the task often has an impact on the intrinsic motivation of the children too. So, the curriculum has an important role in maintaining children's natural interest in school. Brophy (1983) mentions that certain tasks are enjoyed by most people and others are commonly seen as drudgery, so we need more attention to the variables of tasks themselves that affect motivation (in Paris, Olson and Stevenson, 1983). Matthews (1991) found that children who felt they had more control in regards to decision making and the general functioning of school had higher intrinsic motivation in reading, social studies, and science.

Stipek (2002) states that teachers should explain the demands and purposes of tasks and the real world significance of the skills they are designed to teach, give challenging tasks, de-emphasize external evaluation, give students as much discretion as they can handle productively and they should treat errors as a natural part of learning in order to maximize intrinsic motivation.

According to McKinney (2006) there are nine general strategies to help keep the focus on learning and to support intrinsic motivation:

1. Knowing what background your students bring to class and starting the course at an appropriate level can increase students' success and, thus, positive feelings they have about your subject matter.
2. You may wish to spend some time openly discussing intrinsic and extrinsic motivation and the value of learning with your students.
3. Encourage internal attributions and high self-efficacy for academic tasks. Students need to know and, thus, need to experience that what they do in terms of studying and assignments will make a difference in their learning and success.
4. Help students understand how they learn most effectively. Offer opportunities for reflection on learning in your course.

5. Encourage the formation of a cohesive learning community in your class. Use ice-breaking activities. Use small group learning and have students name their groups.

6. Vary your presentation formats, assignments, and assessment techniques. In this way, you appeal to the strengths of all learners and yet also challenge all learners to develop new strengths.

7. Give students some control and choice. Let them select among different assignments that meet the same learning objectives.

8. Rethink your grading scheme. Forget trying to push your grades in to a normal distribution.

9. Be a good role model. Demonstrate that you are intrinsically motivated to continue your own learning.

Wlodkowski (1999) says that in learning, intrinsic motivation occurs when the activity and milieu of learning elicit motivation in the student (in Theall, 1999). Malone and Lepper (1987) have integrated a large amount of research on motivational theory into a synthesis of ways to design environments that are intrinsically motivating. This synthesis is summarized in Table 1. As the table illustrates, they subdivide factors that enhance motivation into *individual* factors and *interpersonal* factors. Individual factors are individual in the sense that they operate even when a student is working alone. Interpersonal factors, on the other hand, play a role only when someone else interacts with the learner. According to them the factors that promote intrinsic motivation are challenge, curiosity, control, fantasy, competition, cooperation and recognition.

Table 1. The Factors That Promote Intrinsic Motivation

| Factor | Description | Related Guidelines |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenge | People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty. | <ol style="list-style-type: none"> 1. Set personally meaningful goals. 2. Make attainment of goals probable but uncertain. 3. Give enroute performance feedback. 4. Relate goals to learners' self esteem |

| | | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curiosity | Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity. | <ol style="list-style-type: none"> 1. Stimulate sensory curiosity by making abrupt changes that will be perceived by the senses. 2. Stimulate cognitive curiosity by making a person wonder about something (i.e., stimulate the learner's interest). |
| Control | People have a basic tendency to want to control what happens to them. | <ol style="list-style-type: none"> 1. Make clear the cause-and-effect relationships between what students are doing and things that happen in real life. 2. Enable the learners to believe that their work will lead to powerful effects. 3. Allow learners to freely choose what they want to learn and how they will learn it. |
| Fantasy | Learners use mental images of things and situations that are not actually present to stimulate their behavior. | <ol style="list-style-type: none"> 1. Make a game out of learning. 2. Help learners imagine themselves using the learned information in real- life settings. 3. Make the fantasies intrinsic rather than extrinsic. |

| | | |
|-------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competition | Learners feel satisfaction by comparing their performance favorably to that of others. | <ol style="list-style-type: none"> 1. Competition occurs naturally as well as artificially. 2. Competition is more important for some people than for others. 3. People who lose at competition often suffer more than the winners' profit. 4. Competition sometimes reduces the urge to be helpful to other learners. |
| Cooperation | Learners feel satisfaction by helping others achieve their goals. | <ol style="list-style-type: none"> 1. Cooperation occurs naturally as well as artificially. 2. Cooperation is more important for some people than for others. 3. Cooperation is a useful real-life skill. 4. Cooperation requires and develops interpersonal skills. |
| Recognition | Learners feel satisfaction when others recognize and appreciate their accomplishments. | <ol style="list-style-type: none"> 1. Recognition requires that the process or product or some other result of the learning activity be visible. 2. Recognition differs from competition in that it does not involve a comparison with the performance of someone else. |

(Malone and Lepper, 1987)

2.4. Learner Autonomy

Autonomy or the capacity to take charge of one's own learning is seen as a natural product of practice of self-directed learning, or learning in which the objectives,

progress and evaluation of learning are determined by the learners themselves (Benson, 2001). This view of learning is depicted in the following figure.

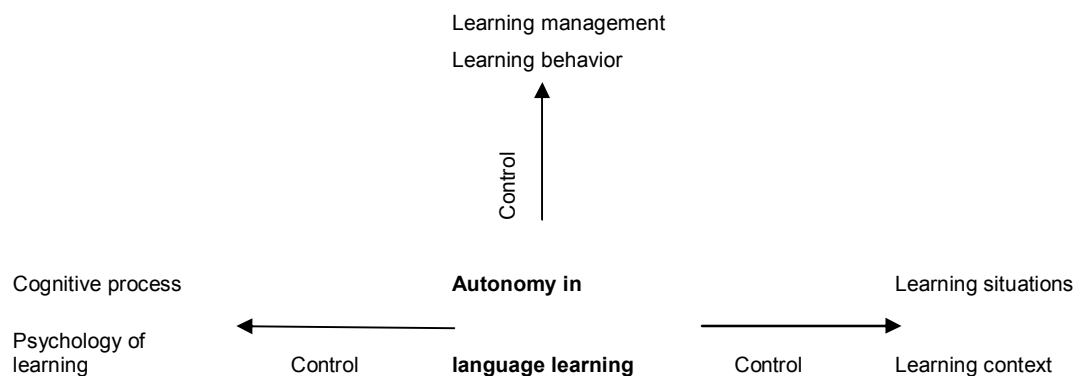


Figure 1. Defining autonomy: the capacity to take control over learning (Benson, 2001, p. 50).

In line with Benson, Holec (1981) also defines autonomy as the ability of taking charge of one's own learning (in Little, 1991, p.7). Egel (2003) says within the process of developing autonomy learners are learning how to learn, and therefore independent learning can be summarized as a process of learning how to learn, which involves learners taking the responsibility of their own learning, enhancing the raising of their awareness and development of effective learning strategies.

Littlewood (1999) comments that if we define autonomy in educational terms as involving students' capacity to use their learning independently of teachers, then autonomy would appear to be an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them throughout life (in Cotterall, 2000).

2.4.1. Issues in Autonomy

2.4.1.1. Language Learning and Autonomy

According to Benson (2001) the concept autonomy first entered the field of language teaching through the Council of Europe's Modern Languages Project, established in 1971. One of the outcomes of this project was the establishment of the *Centre de Recherches et d'Applications en Langues* (CRAPEL) at the University of

Nancy, France, which rapidly became a focal point for research and practice in the field. Yves Châlon, the founder of CRAPEL, is considered by many to the father of autonomy in language learning.

Learners who were accustomed to teacher-centered education would also need to be psychologically prepared for more learner-centered modes of learning. According to Holec, teaching learners how to carry out self-directed learning would be counterproductive, since the learning would by definition no longer be self-directed. Instead, learners needed to train themselves (in Benson, 2001).

Little and Dam (1998) pinpoint that the learner must take at least some of the initiatives that give shape and direction to the learning process, and must share in monitoring progress and evaluating the extent to which learning targets are achieved. Wenden (1991) states that autonomous learners are willing to take responsibility for their learning- they see themselves as having a crucial role in their language learning (p. 53). Harmer (2001) noted that group work promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher. Therefore, if the language teacher has the students work in pairs or in groups, he provides collaborative learning in the classroom. This might contribute to their autonomy.

2.4.1.2. Motivation and Autonomy

Keller (1991) reported that motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree or effort they will exert in that respect (in Noels, Clement and Pelletier, 1999). In line with this definition of motivation, it can be inferred that the amount of learner responsibility for his own learning (control on their learning) may be a sign for motivation. Oxford (1990) emphasized that another way to increase motivation is to let learners have some say in selecting the language activities or tasks they will use or let them use the strategies they will learn. Stipek (2002) discusses that,

There are several things teachers can do to make sure that students exercise their choice and responsibility effectively. First, teachers should increase student autonomy gradually, giving students an opportunity to show that they can use the responsibility. Second, teachers need to make sure that directions are clear and not too complicated. Third, explicit instruments and discussion related to managing time and tasks are helpful. Giving up

control can be frightening, but if done carefully and thoughtfully, it can be liberating for the teacher as well as motivating for students (p. 240).

According to Mc Combs (1997) most of the teachers have got suspects and even fears as to what will happen to classroom discipline if they give students some choice and control over their own learning. However, when teachers apply these and take a risk, they see that they face fewer more classroom management and discipline problems (p. 51). The researcher further adds that the human beings have an innate need to control and have the autonomy for their own destinies, when this is provided, the student's natural response is to feel motivated and excited about learning.

Ushioda (1996) concluded that autonomous learners are by definition motivated learners. This claim is parallel to the suggestion of Dörnyei (2001), who says "motivation and learner autonomy go hand in hand".

2.4.1.2.1. Intrinsic Motivation and Learner Autonomy

Deci (1991) and Ryan (1995) summarized the relation between intrinsic motivation and learner autonomy in two items. (as cited in Mc Combs, 1997). First, the research is clear that motivation to learn and to take responsibility for one's own learning is enhanced when the basic needs for autonomy and control over the learning process are met. Second, once ownership over the learning process occurs, learning becomes intrinsically motivating because one is in charge of making decisions that are fueled by personal interests and goals.

Brophy (1998) is another researcher who studied the relation between intrinsic motivation and learner autonomy. According to the researcher self-determination theory specifies that social settings promote intrinsic motivation when they satisfy three innate psychological needs: competence (developing and exercising skills for manipulating and controlling the environment), autonomy (self-determination in deciding what to do and how to do it) and relatedness (affiliation with others through prosocial relationships). Students are likely to experience intrinsic motivation in classrooms that support satisfaction of these competence, autonomy and relatedness needs. Where such support is lacking, students will feel controlled rather than self-determined and their motivation will be primarily extrinsic rather than intrinsic.

Knowles (1975) states that learning environments in which students' efforts to achieve autonomy are supported tend also to be conducive to developing motivation

based on self-direction. This sense of autonomy refers to the entire process of learning in which individuals ascertain their learning needs, determine material resources, select and implement learning strategies and assess their learning outcomes (as cited in Nenniger and Wosnitza, 2001). There are various studies conducted in order to reveal the characteristics of learning environments conducive to developing motivation and autonomy. Sharp (2002), who has conducted a research to assess the benefits of study support program including a range of learning activities taking place outside school hours and the development of self-regulated learners, explicitly states that learners with the sense of autonomy seem to be more motivated intrinsically whereas they are less likely to be motivated by external factors such as rewards or threats.

According to Harter (1981) intrinsically motivated students has preference for challenge, curiosity and interest, independent mastery and judgment, and internal criteria for success. Particularly in the classroom atmosphere students participate more in the activities that are under their own control, letting them ask the questions or giving a chance to them to lead some of the classroom activities may increase their motivation (Chastain, 1988). According to Deci (1978:198), intrinsic motivation implies self-direction. By taking control over their learning, learners develop motivational patterns that lead to more effective learning (in Benson, 2001, p. 69). As the literature reviewed suggests when learners believe that they can control their learning, they become more successful as their motivation increases.

2.4.1.3. The European Language Portfolio (ELP) and Autonomy

ELP is a document in which those who are learning or have learned a language – whether at school or outside school – can reflect on and record their language learning and intercultural experiences. A set of common principles and guidelines that have been agreed for all portfolios such as ELP is linked to the Common European Framework of Reference for Languages (CEFR). The ELP encourages lifelong language learning and motivates learners to take responsibility for their own learning by providing self-evaluation and assessment. All competence is valued, regardless of whether it is gained inside or outside of formal education. ELP is a tool for learning and for assessing and recording. It is composed of three main sections: My Language Biography, My Dossier and My Language Passport. The Language Biography contains self-assessment checklists (can- do statements), in other words a personalized learning diary, showing specific targets and achievements and enabling children to look ahead and become

aware of what they will be learning. These sheets allow children to assess their language competence. They can be used at any time in order to celebrate achievements.

(http://www.nacell.org.uk/resources/pub_cilt/teachersguide_revised.pdf).

The ELP has also a reporting function - to supplement certificates and diplomas by presenting information about the owner's foreign language experience and concrete evidence of his or her foreign language achievements, and a pedagogical function - to make the language learning process more transparent to learners, help them to develop their capacity for reflection and self-assessment, and thus enable them gradually to assume more and more responsibility for their own learning (in Little, 2004). Thus, the ultimate purpose of this portfolio is actually developing autonomous language learners who are able to regulate their own language learning.

2.4.1.4. ELP, Autonomy and Motivation

According to the *Principles and Guidelines* that define the ELP and its functions (Council of Europe 2000/2004), the ELP reflects the Council of Europe's concern with the development of the language learner, which by implication includes the development of learning skills, and the development of the capacity for independent language learning. The ELP, in other words, is a tool to promote learner autonomy. Learners exercise their ownership not simply through physical possession, but by using the ELP to plan, monitor and evaluate their learning. In this, self-assessment plays a central role. It is realized by two means: the ongoing, formative self-assessment that is supported by the "can do" checklists attached to the language biography, and the periodic, summative self-assessment of the language passport, which is related to the so-called self-assessment grid in the CEF (Council of Europe 2001, pp.26–27). According to a large body of empirical research in social psychology, autonomy – "feeling free and volitional in one's actions" (Deci 1995, p.2) – is a basic human need. It is nourished by, and in turn nourishes, our intrinsic motivation, our proactive interest in the world around us. This explains how learner autonomy solves the problem of learner motivation: autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning; and success in learning strengthens their intrinsic motivation. Precisely because autonomous learners are motivated and reflective learners, their learning is efficient and effective (in Little, 2004).

Portfolio assessment increases the student's level of responsibility, provides for teacher and peer collaboration, motivates the student and encourages the student to reflect by critically thinking about his own learning (Egel, 2003). This is also valid for ELP. Schärer (2008), the General Reporter in Language Policy Division, Strasbourg, reported that the ELP fosters learner autonomy and positively affects motivation.

As the review of literature shows, there is a positive correlation between autonomy and intrinsic motivation. Then, the key issue is to find out a way to promote autonomy so as to foster intrinsic motivation of the students participated in this study. The following chapter presents the details of our case study conducted for this purpose.

CHAPTER III

METHODOLOGY

3.1. Introduction

In this present study, we adopted the case study design. As Hays (in deMarrais and Lapan, 2004) states, in traditional research such as experiments, generalizability is a clear and main objective where findings are expected to apply to other similar settings and populations. Generalization is not a goal in case studies, because discovering the uniqueness of each case is the main purpose. Stake (1995) states a case study is the study of the particularity and complexity of a single case, for coming to understand its activity within important circumstances.

Yin (2003) mentions that in general, case studies are the preferred strategy when “*how*” or “*why*” questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context. In line with Yin, our starting point for this case study is “How I can enhance the intrinsic motivation of my sixth grade students in the classroom environment”

3.2. Context of the Study

Çatalan Primary School is a state school located in Çatalan Village. There are both a primary school and a high school in the village. There were 250 students studying in the primary school and 55 students studying in the Çatalan High School. Since it is a remote village, most of the people’s social and economic standards are low. Physical conditions of the school are also very poor.

The researcher teacher who had been teaching at the school for one and half years was the only English teacher in the village. Before she was appointed, substitute English teachers had been teaching in both of the schools.

3.3. Participants

The participants of the study were thirty-three sixth grade students (18 female and 15 male students). As we mentioned above, our study took place at Çatalan Primary School located in Çatalan Village, Adana, Turkey. It is a state school and most of the students are coming from the neighbor villages by the vehicles provided by the Ministry of Education. The socio-economic status of the families living in these villages can be

described as disadvantaged in accordance with Karaisalı Local Authority of National Education statistics. The researcher, who had been teaching at the same school for one and half years, was their English teacher at the time of the study. Because this is an already existing group of students the teacher teaches, no random selection or any other statistical sampling method has been implemented. Thus, all of the students participated in the study. So, the sampling was done for convenience. All the students were in the age range of 11–12 years and spoke Turkish as a mother tongue.

3.4. Data Sources

The data were collected by Autonomy Learner Questionnaire (ALQ), Intrinsic Motivation Inventory (IMI) and the classroom observation checklist during the study. In the following sub-sections, we will review the methods and sources of data.

3.4.1. Autonomy Learner Questionnaire

A questionnaire is not some sort of official form, nor is it a set of questions which have been casually jotted down without much thought. We should think of the questionnaire as an important instrument of research, a tool for data collection. A questionnaire has a job to do: its function is measurement (Oppenheim, 1992).

Oppenheim (1992) continues that recently, the questionnaire has surpassed the interview in popularity. Although there is a matter that measurement of autonomy is problematic, this study reflects on Benson's view for measuring autonomy. Benson (2001) claims that if we are able to define autonomy and describe it in terms of various aspects of control over learning, we should also in principle be able to measure the extent to which learners are autonomous. He also adds that we may well be able to observe whether learners display a greater degree of control in particular aspects of their learning. For example, we may be able to say that they are more able to self-assess their learning, to reflect upon the value of their learning activities or to design their own learning programmes.

In line with Benson (2001), in our study we administered an Autonomy Learner Questionnaire to observe the extent to which learners are autonomous. The Autonomy Learner Questionnaire was formed by Egel in 2003 and it was piloted by her on grade 4 and 5 students. After piloting the ALQ, the Cronbach Alpha reliability of this questionnaire was measured by Egel using the Statistica program. Based on the literature of internal reliability, the Cronbach Alpha coefficient of ALQ as 0,807023 can

be considered acceptable. Therefore, we assume ALQ as a reliable instrument to be used with young language learners whose mother tongue is Turkish. It includes 44 statements based on nine dimensions related to language learning (see Appendix 1). The items in these dimensions depict whether learners display a greater degree of control in particular aspects of their learning. Table 2. below displays the nine areas for investigation in the autonomy learner questionnaire.

Table 2. Nine Dimensions in the Autonomy Learner Questionnaire

| Section | Number of Items | Focus | Questions |
|--------------------|-----------------|-------------------------------------------|----------------------------------------------------------------------------------------------|
| Dimension 1 | 6 items | Readiness for Self-direction | What are the learners' beliefs relating to self-directed learning in general? |
| Dimension 2 | 7 items | Independent Work in Language Learning | What are the learners' beliefs relating to independent work in language learning? |
| Dimension 3 | 8 items | Importance of Class/ Teacher | How important do learners see the class/ the teacher in their language learning? |
| Dimension 4 | 5 items | Role of Teacher: Explanation/ Supervision | What importance do learners give to teacher explanation and supervision? |
| Dimension 5 | 4 items | Language Learning Activities | In relation to particular language learning activities, what are the learners' attitudes? |
| Dimension 6 | 3 items | Selection of Content | What are the learners' attitudes relating to the selection of content for language learning? |
| Dimension 7 | 2 items | Objectives/ Evaluation | How confident do learners feel about defining objectives? |
| Dimension 8 | 5 items | Assessment/ Motivation | How important is external assessment in motivating the learners' work? |
| Dimension 9 | 4 items | Other Cultures | What are the learners' attitudes relating to the culture of other countries? |

(Egel, 2003)

For the purpose of collecting the data, the Autonomy Learner Questionnaire was administered in class with a forty-minute allotted time period prior to the case study as a pre-test and after the implementation period at the end of the twelfth week as a post-test.

3.4.2. Intrinsic Motivation Inventory

Self-determination theory (SDT) is a macro-theory of human motivation concerned with the development and functioning of personality within social contexts. The theory focuses on the degree to which human behaviors are volitional or self-determined - that is, the degree to which people endorse their actions at the highest level of reflection and engage in the actions with a full sense of choice (<http://www.psych.rochester.edu/SDT/theory.html>).

Deci and Ryan (2000) state that self-determination theory maintains that an understanding of human motivation requires a consideration of innate psychological needs for competence, autonomy, and relatedness. In their previous study, Deci and Ryan (1985) mention that because self-determination or freedom from control is necessary for intrinsic motivation to be operative, several theorists have posited that intrinsically motivated activity is based in the need for self-determination (p.30).

Intrinsic Motivation Inventory adheres to self-determination theory and it is a multidimensional measurement device intended to assess participants' subjective experience related to a target activity. It was developed by Deci and Ryan in 1982 and since then, it has been used in several studies related to intrinsic motivation and self-regulation (e.g. Ryan, 1982; Ryan, Mims & Koestner, 1983; Plant & Ryan, 1985; Ryan, Connell, & Plant, 1990; Ryan, Koestner & Deci, 1991; Deci, Eghrari, Patrick, & Leone, 1994). The instrument assesses participants' interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, and perceived choice while performing a given activity, thus yielding six subscale scores. As proposed by its developers, the inclusion or exclusion of specific subscales appears to have no impact on the others. Thus, it is rare that all items have been used in a particular experiment. Instead, researchers can choose the subscales that are relevant to the issues they are exploring (<http://www.psych.rochester.edu/SDT/measures/intrins.html>). For example, Kütük (2007) used interest/enjoyment, perceived competence and value/usefulness subscales of the IMI in her study.

Accordingly, considering the purpose of our case study, the participant students were asked to comment on the statements in IMI which is comprised of four subscales:

interest/enjoyment, perceived competence, pressure and tension and lastly perceived choice attached to a certain activity while performing the given tasks (see Appendix 2). At the beginning of the study the statements in the inventory were translated into Turkish to make the scale more comprehensible and clear and it was reviewed by a committee of three lecturers of ELT department at Çukurova University. Also, a pilot study was conducted and the scale was rephrased considering the feedback of the participant learners to prevent any ambiguity for the items included in the scale (see Appendix 3 for the Turkish version of the Inventory).

3.4.3. Classroom Observation Checklist

Observations have always been considered a major data collection tool in research. The main advantages of using observations for collecting data are that they allow the study of a phenomenon at close range with many of the contextual variables present, a feature which is very important in studying language behaviors (Selinger and Shohamy, 1989). Therefore, in our case study, in an effort to get a complete picture of the participants' autonomy and motivation throughout the 12 weeks when the study was carried out, the researcher observed the students once in every two weeks (totally six times) using a checklist prepared in the light of the previous researches conducted in the field of motivation and autonomy (Holec, 1981; Deci and Ryan, 1985; Wenden, 1991; Edwards, 1999; Slavin, 2000; Benson, 2001 and Dörnyei, 2001; Elliott, Hufton, Willis and Illushin, 2005; Harackiewicz, Durik and Barron, 2005; Schmenk, 2005). The specific purpose of the classroom observation was to reveal the students' attitudes towards the classroom practices and the contribution of these practices to their autonomy and motivation (see Appendix 4 for the classroom observation checklist sheet).

3.5. Description of the Classroom Practices and the Procedure Followed

According to the English program planned by the Ministry of Education, the students are offered four hours of compulsory English language classes per week in the sixth grades. As scheduled in the curriculum, each new topic or lesson is expected to be covered in two weeks. During the implementation period, which lasted twelve weeks, the researcher prepared tasks for each language topic presented in the course book in line with the purpose provided in the curriculum. These tasks including real purposes provided students meaningful context to utilize their knowledge, i.e. which they had

learned in that specific lesson. The tasks also functioned as references for students in order to make self-assessments.

Another classroom practice of the researcher throughout the study was giving the students choices for the tasks so that they could choose from the alternatives offered. There was also flexibility in the way the tasks were implemented by the students. Thus, the students were encouraged to take active roles in making their own decisions regarding issues related with the classroom tasks such as its management. For example, the students were free to choose how to handle the task. That is, it was possible for the students to work either individually or in pair or in groups which they form depending on their own decisions.

Moreover, the participants were handed out self-assessment checklists (can do statements) once in two weeks before each new topic was covered. After they had given the checklists, they were asked to go through the statements and color the bubbles of the statements which they can do as the new topic and the activities progress during the two weeks time as assigned for each new topic in the curriculum (see Appendix 5).

For the purpose of collecting our data, throughout the study after completing each new topic, the participants were given Intrinsic Motivation Inventory (IMI) once in two weeks in order to elicit the students' opinions concerning their intrinsic motivation. In addition, while the students were conducting the tasks, the researcher tallied the observation checklists in the classroom, once in every two weeks to assess the students' performance mainly in terms of autonomy, motivation and subject matter competence. Another instrument utilized to find out the changes in students' attainment of autonomy was Autonomy Learner Questionnaire (ALQ) which was administered to the students as pre and post tests. The analysis of the data which came from these instruments and the results will be discussed in the next chapter.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Introduction

In this section, we are going to analyze the data and present the research findings. First, the results of Autonomy Learner Questionnaire; second, Intrinsic Motivation Inventory and then the classroom observation checklist will be examined respectively.

4.2. Analysis and Findings of Autonomy Learner Questionnaire

In the following subsections after giving information about the scoring of ALQ and the calculation of learner independency, we are going to analyze the statistical data related to the first and second administration of ALQ and its dimensions. Besides, we are going to display the histograms of independent pre-test and post-test.

4.2.1. Scoring of Autonomy Learner Questionnaire

As stated in Egel (2003) the Autonomy Learner Questionnaire is a structured questionnaire eliciting data in the form of rankings. In the ALQ the Likert scale (Likert,1932) was employed by asking the participants to respond to a total of 44 statements by indicating whether each statement is; “always true”, “mostly true”, “sometimes true”, “rarely true”, and “never true” for themselves. “Always true” was assigned a weight of five points, “mostly true” weighed four points, “sometimes true” weighed three points, “rarely true” weighed two points, and “never true” got a score of one. The items in the ALQ were based on independency and dependency; therefore a reverse scoring system was necessary for the independent items in order to discriminate between attitudes of autonomous learners and those of non-autonomous learners.

Figure 2 shows the score- value that each option was given based on the reverse scoring of dependency statements in order to become independency statements. So, as a result of this scoring system, the higher their score is, the more they seem to display autonomous behavior.



Figure 2. Reverse Scoring of Independency and Dependency Statements

4.2.2. Calculation of Learner Independency in Autonomy Learner Questionnaire

In order to determine the level of the independency of the participants, a dependency- independency chart where the minimum and maximum scores were computed is displayed in Table 3 below. The minimum score interval was calculated by the multiplication of the number of all items, 44 in all, with the minimum points (1 and 2) given to a choice on the Likert scale. Meanwhile, the maximum score interval calculation was determined by the multiplication of the maximum points (4 and 5) given to a choice on the Likert scale. The limits of the average score interval were calculated by using the score of 3.

Table 3. Chart of ALQ Scores Determining the Degrees of Learner Independency

| Level of Scores | Calculation | Interval | Degree |
|----------------------------|--------------|----------|------------------|
| Minimum score —Lower limit | 44 X 1 = 44 | 0–44 | More Dependent |
| —Upper limit | 44 X 2 = 88 | 45–88 | Dependent |
| Average score —Upper limit | 44 X 3 = 132 | 89–132 | Neutral |
| Maximum score —Lower limit | 44 X 4 = 176 | 133–176 | Independent |
| —Upper limit | 44 X 5 = 220 | 177–220 | More Independent |

4.2.3. Statistical Data Analysis of Autonomy Learner Questionnaire

For the data analysis of Autonomy Learner Questionnaire, the Statistical Package for the Social Sciences (SPSS Version 11, 5) was used. The ALQ was administered to the group before and after the treatment span. In the light of this, so as to find out whether the participants' learner autonomy was fostered, a paired samples t-test (see Table 4) was run so that the mean value of the pre-test could be compared to the mean value of the post-test.

The second stage of analyzing the data of ALQ was examining the nine dimensional sections. The mean scores gained in every dimension by the case study group before and after the implementation period were calculated and displayed in the form of graph bar and in the tables of section 4.2.5.

Finally, the independent pre-test and post-test means were computed in order to show the enhancement in the independency level of the students based on the number and the scores of each students. And, these are displayed in the histograms of independent pre-test and post-test (see Figure 4 & 5, p. 49-50).

4.2.4. Paired Samples T-Test

As mentioned above, the case study group was given the ALQ before and after the implementation period. Based on this, a paired samples t-test was conducted for the pre and post scores of the group in order to investigate whether two mean values of the ALQ results differ significantly due to the treatment. Table 4 depicts the descriptive statistics of the test, Table 5 displays the paired samples correlations, and Table 6 shows the inferential statistics of the test. In all of the ALQ statistical data analyses, $p < 0.05$ was accepted as the value for the mean difference to be significant.

For statistical data analysis, the following abbreviations were used: INDEPPRE = ALQ pre-test, INDEPPOS = ALQ post-test.

Table 4. Paired Samples Descriptive Statistics

| Paired Samples Statistics | | | | | |
|---------------------------|----------|----------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | INDEPPRE | 141,4545 | 33 | 15,13500 | 2,63467 |
| | INDEPPOS | 163,3333 | 33 | 11,90238 | 2,07194 |

As can be seen in Table 4 the differences between the mean values of the pre-test and post-test ALQ scores of the case study group displays a notable increase. Before the implementation span the group had gained 141,4545 points on the pre-test, however after the treatment the group gained 163,3333 points on the post-test. These statistical results may prove that the treatment including task choices and filling the self-assessment checklists of ELP given to the students before each new topic throughout the study enabled the participants to promote their learner autonomy. The results of classroom observation also supports this increase in the autonomy of the students in terms of self-learning, time management, self-starter and independence (see sub-section 4.4.).

Table 5. Paired Samples Correlations

Paired Samples Correlations

| | N | Correlation | Sig. |
|----------------------------|----|-------------|------|
| Pair 1 INDEPPRE & INDEPPOS | 33 | ,480 | ,005 |

For statistical analyses, correlations were taken in order to see whether there is a connection between the pre-test and post-test scores. As can be seen in Table 5 the paired samples correlations of the tests' score is positive (, 480).

Table 6. Inferential Statistics of Paired Samples

Paired Samples Test

| | | Paired Differences | | | | | | | |
|--------|---------------------|--------------------|----------|-----------------------|-------------------------------------------|-------------------|--------|----|------|
| | | | | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Mean | Std. Deviation | | | |
| Pair 1 | INDEPPRE - INDEPPOS | -21,8788 | 14,05960 | 2,44746 | -26,8641 | -16,8935 | -8,939 | 32 | ,000 |

In Table 6, it is indicated that there is a significant difference between the participants' pre-test and post-test scores [$t(32) = -8,939$; $p < .001$]. As mentioned above,

we can claim that the study enabled the participants to foster their learner autonomy via the self- assessment checklists and the tasks conducted in the classroom setting. These findings also presented in the Table 7, below in order to depict the significance of the results more clearly:

Table 7. ALQ Scores

| | Mean | df | t | p |
|-----------|--------|----|--------|------|
| Pre-Test | 141,45 | 32 | -8,939 | .000 |
| Post-Test | 163,33 | | | |

Table 7 highlights the statistically significant ($.000 < .001$) difference between the mean values of the pre-test and post-test scores of ALQ. As it is seen the *p value* is even smaller than “.001”. As we mentioned in the previous sub-section in all of the ALQ statistical data analyses, $p < 0.05$ was accepted as the value for the mean difference to be significant. Accordingly, these statistics obtained before and at the end of the treatment mean that there was no chance for the students to fill these tests randomly (see section 4.2.4).

4.2.5. ALQ Dimensional Findings

The nine dimensions constituting the ALQ are going to be examined respectively in order to see the differences of pre-test and post-test results of each dimension in the total of the group scores. Figure 3 below depicts the mean scores of the nine dimensions.

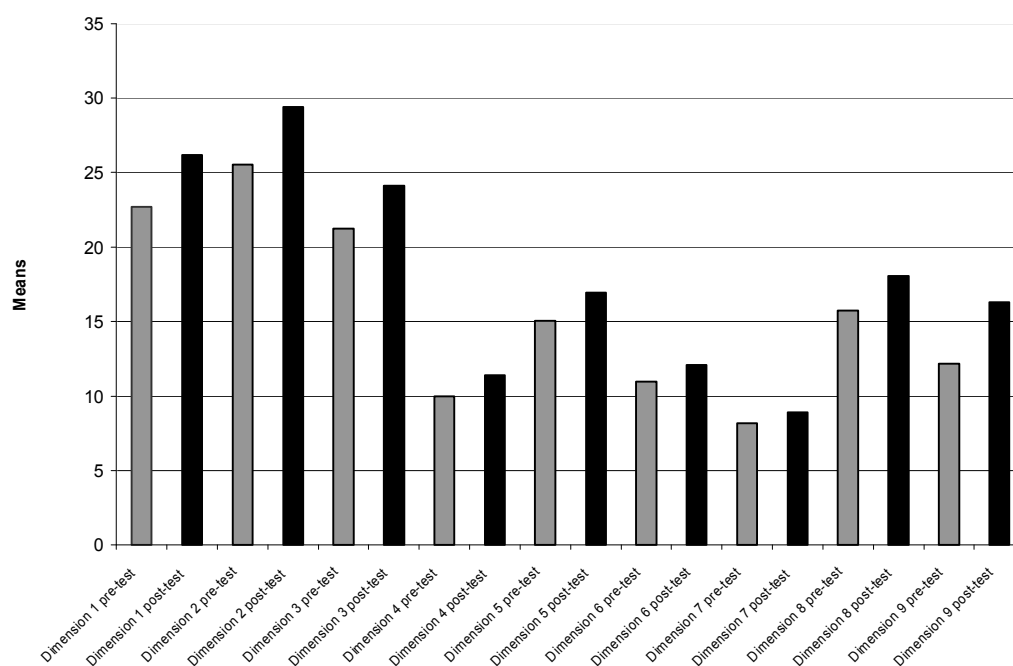


Figure 3. ALQ Dimensional Findings Graph Bar

The pre and post mean scores of each dimension are displayed in this graph bar, it is seen that all the post-test results increased compared to the pre-test scores which means that the independency of the case study group has promoted. So, these differences indicate that treatment has worked efficiently. And, the students have got awareness in autonomy.

4.2.5.1. ALQ Dimension 1- Readiness for Self-Direction

This dimension concerns statements based on the attitudes towards readiness to engage in self-directed learning in general. This dimension has the following six items aiming to investigate to what extent the students are ready to participate in self-directed activities of English foreign language learning. All of the items in this section are based on learner independency. The items in this dimension are:

| | |
|-------------|---------------------------------------------------------------------------------------------------------------------|
| Question- 1 | When I am learning English I try to relate the new things I have learned to my former knowledge. INDEPENDENT |
| Question- 3 | When I hear someone talking in English, I listen very carefully. INDEPENDENT |

| | |
|--------------|-----------------------------------------------------------------------------------------------------------|
| Question- 4 | I want to talk in English with my family or friends. INDEPENDENT |
| Question- 16 | In the future, I would like to continue learning English on my own/ without a teacher. INDEPENDENT |
| Question- 28 | If I haven't learnt something in my English lesson, I am responsible for it. INDEPENDENT |
| Question- 32 | I hesitate on the matter of compensating what I have missed in English lessons. INDEPENDENT |

Table 8. Descriptive Statistics for Dimension– 1 of ALQ

| | Mean | Median | Minimum | Maximum | Std. Dev. | Coefficient of Variation |
|-----------|-------|--------|---------|---------|-----------|--------------------------|
| Pre-test | 22,70 | 23,00 | 15,00 | 30,00 | 4,19 | 18,46 |
| Post-test | 26,18 | 26,00 | 22,00 | 30,00 | 2,36451 | 9,03 |

As it is seen in Table 8 the mean score of the pre-test is 22,70 and post-test is 26,18. The increase in the mean scores of Dimension–1 indicates that there is an increase in the extent the students are ready to participate in self-directed activities when learning English after the implementation period. This result is also supported by the classroom observations done by the researcher. *Self-learning* and *self-confidence* of the students were poor in the first two weeks but starting from the fifth week, an improvement was observed in students in terms of these qualities. We assume that the students have adapted to their new role in the language learning process. Besides they have not displayed any attitudes signaling hesitation towards this process any more. In addition to these, the statistics of IMI constituting the *pressure/ tension* subscale as well prove that there is a decrease in students' tension. This also shows the increase in self-confidence of the students. These statistics may prove that throughout the 12 weeks, the students have become ready for self-direction.

4.2.5.2. ALQ, Dimension 2- Independent Work in Language Learning

This second dimension consists of seven items which cover the students' general attitudes to independent learning. In other words, these items investigate if the students are able to learn English on their own without the presence of a teacher. The students

were asked to check the item in the scale which matches best with their own styles and preferred ways of studying English. The items constituting Dimension- 2 are:

| | |
|--------------|-----------------------------------------------------------------------------------------------|
| Question- 2 | I use other English books and resources on my own will. INDEPENDENT |
| Question- 5 | It is my own preference to read English books written in basic English. INDEPENDENT |
| Question- 6 | While learning English, I like activities in which I can learn on my own. INDEPENDENT |
| Question- 7 | I like trying new things while I am learning English. INDEPENDENT |
| Question- 10 | If I cannot learn English in the classroom, I can learn working on my own. INDEPENDENT |
| Question- 20 | I like learning English words by looking them up in a dictionary. INDEPENDENT |
| Question- 35 | I think that I learn English better when I work on my own. INDEPENDENT |

Table 9. Descriptive Statistics for Dimension– 2 of ALQ

| | Mean | Median | Minimum | Maximum | Std. Dev. | Coefficient of Variation |
|-----------|-------|--------|---------|---------|-----------|--------------------------|
| Pre-test | 25,52 | 26,00 | 13,00 | 33,00 | 5,54031 | 21,71 |
| Post-test | 29,39 | 31,00 | 21,00 | 35,00 | 3,77 | 12,83 |

As observed in Table 9 the mean score of the pre-test is 25,52 and post-test is 29,39. The students have gained additional scores, so the increase in the mean scores of Dimension–2 illustrates that there is an increase in the students' tendencies towards the aspect of independency in their foreign language learning processes after the treatment span. In line with the results of ALQ, the *independence* and *time management* skills of the learners were poor in the first weeks as observed using the checklist. But the students got better and better as the time passed and this constant improvement was

observed till the end of the twelfth week when the study was over. Moreover, the statistics of IMI constituting the *perceived choice* subscale provides further proof for the fact that there is an increase in students' feeling independent while choosing the tasks. Consequently, it may be claimed that students' general attitudes to independent learning enhanced through the implementations based on these statistical proofs.

4.2.5.3. ALQ. Dimension 3- Importance of Class/ Teacher

This section of the questionnaire aims to discover the students' evaluation of the importance of the classroom setting in learning English and the English teacher's role. The dimension has got eight items. Five of these items are based on the attitudes of non-autonomous learners' feelings that the teacher plays a very important role in learning a foreign language, whereas the other three items are on the basis of learner independency. In this dimension, reverse scoring was conducted. Accordingly, the higher score they get, the less important they regard the classroom and the teacher. The items in this dimension are:

| | |
|--------------|-----------------------------------------------------------------------------------------------------------------|
| Question- 8 | I am afraid that I won't learn a topic if the teacher doesn't explain it in the English class. DEPENDENT |
| Question- 11 | I feel confident when the teacher is beside me while I am learning English. DEPENDENT |
| Question- 12 | I can learn English only with the help of my teacher. DEPENDENT |
| Question- 13 | My teacher always has to guide me in learning English. DEPENDENT |
| Question- 18 | I can learn the English grammar on my own/ without needing a teacher. INDEPENDENT |
| Question- 19 | I use my own methods to learn vocabulary in English. INDEPENDENT |
| Question- 27 | I know how I can learn English the best. INDEPENDENT |
| Question- 36 | I only study for the English lesson when the teacher gives homework. DEPENDENT |

Table 10. Descriptive Statistics for Dimension– 3 of ALQ

| | Mean | Median | Minimum | Maximum | Std. Dev. | Coefficient of Variation |
|-----------|-------|--------|---------|---------|-----------|--------------------------|
| Pre-test | 21,21 | 22,00 | 13,00 | 27,00 | 3,41 | 16,08 |
| Post-test | 24,12 | 23,00 | 16,00 | 38,00 | 4,63518 | 19,22 |

As indicated in Table 10, the mean score of the pre-test is 21,21 and post-test is 24,12. The increase in the mean scores of Dimension–3 shows that there is an enhancement in the students' independency in learning English. In other words, the case study group has become less dependent on the classroom and the teacher for learning English. This is also backed up by the results of *self-learning* criterion of the observation checklist. Except for the students' low performances in this area in the first weeks; the students has become rather successful in directing their own learning after the fifth week. Therefore, it can be claimed that students have regarded the classroom and the teacher less important after the treatment span.

4.2.5.4. ALQ Dimension 4- Role of Teacher: Explanation/ Supervision

This section of the questionnaire surveys beliefs on the importance of the teacher as in the third dimension. This dimension consists of five items all of which are based on the learner's dependency on the teacher. So, the points for these items were reversed during the calculation of the scoring process. As a result of this, the higher score they get, the less important they believe the role of the teacher explanation and supervision. The items in this dimension are:

| | |
|--------------|----------------------------------------------------------------------------------------------|
| Question- 9 | I don't like learning English on my own. DEPENDENT |
| Question- 14 | While learning English I would like my teacher to repeat grammatical rules. DEPENDENT |
| Question- 15 | I feel happy when my teacher explains very detail of English. DEPENDENT |
| Question- 21 | Only my teacher can teach me the English grammar. I cannot learn on my own. DEPENDENT |
| Question- 22 | I want the teacher to give us the words that we are to learn. DEPENDENT |

Table 11. Descriptive Statistics for Dimension– 4 of ALQ

| | Mean | Median | Minimum | Maximum | Std. Dev. | Coefficient of Variation |
|-----------|-------|--------|---------|---------|-----------|--------------------------|
| Pre-test | 9,97 | 10,00 | 5,00 | 17,00 | 3,12 | 31,29 |
| Post-test | 11,39 | 11,00 | 5,00 | 19,00 | 3,80 | 33,36 |

Table 11 highlights the additional scores the case study group has gained. It is seen that the mean score of the pre-test is 9,97 and post-test is 11,39. And, this means that students have become less dependent on the teacher. More support came from our classroom observations. Students had poor performances in the areas of *self-learning*, *planning* and *self- starter* in the first weeks; however they displayed an improvement in these items after the fifth week of the implementation. So, it can be inferred that the role of the teacher has become less and less important for the students as the study progressed.

4.2.5.5. ALQ. Dimension 5- Language Learning Activities

As cited in Egel (2003, p. 102), the items in this dimension examines beliefs on working co-operatively, working outside of the classroom, and independent learning in specific areas such as the receptive skills. All the items are independent statements. Although the first two items seem like dependent statements, they are based on group work and collaboration reflecting the Boud's (1988) group-centered model. This model is one of Boud's (1988) three different models of autonomous learning: the individual model, the group-centered model and the project-based model. Voller (1997, p.110) states that it is possible to identify each of these models as being the prime determinant of the learning process in various reported experiments of autonomous language learning. Therefore, the first two are accepted as having independent qualities.

In order to support greater autonomy in language learning, it is important to help students become aware of the value of independent learning outside the classroom, so that they acquire the habit of learning consciously, and maintain it after they have completed their formal studies (Lee, 1998, p. 287). Therefore, the third and fourth items

in this dimension refer to the language activities conducted outside of the classroom. The four items of this dimension are:

| | |
|--------------|------------------------------------------------------------------------------------------------------------------|
| Question- 17 | In the English lesson I like projects where I can work with other students. INDEPENDENT |
| Question- 37 | I find it more useful to work with my friends than working on my own for the English lesson. INDEPENDENT |
| Question- 23 | I would like to use cassettes/ video/ CD's in the foreign language, outside of the classroom. INDEPENDENT |
| Question- 24 | In fact I like to listen and read in English outside of the classroom. INDEPENDENT |

Table 12. Descriptive Statistics for Dimension– 5 of ALQ

| | Mean | Median | Minimum | Maximum | Std. Dev. | Coefficient of Variation |
|-----------|-------|--------|---------|---------|-----------|--------------------------|
| Pre-test | 15,06 | 16,00 | 6,00 | 20,00 | 3,49052 | 23,18 |
| Post-test | 16,94 | 18,00 | 12,00 | 20,00 | 2,74 | 16,17 |

As it is shown in Table 12 above the mean score of the pre-test is 15,06 and post-test is 16,94. Even if it is marginal, the increase in the mean scores of Dimension–5 reveals that, there is a progress in the learners' attitudes in relation to particular language learning activities such as, working in a group and listening and reading in English outside the classroom. As a researcher and the teacher of case study students, I observed the eagerness of the students in cooperating each other as well as their tendency to utilize English more, such as listening to songs or cassettes, outside the classroom. We can understand this well when we consider the classroom observations regarding the *self-determination* criterion. Self-determination means the degree to which human behaviors are volitional or self-determined. The classroom observations revealed that the students were not self determined in the first two weeks; however their self determination has increased starting from the fourth week of the observation and has continued to increase till the end of the study. That is, their willingness in joining the classroom activities and extending their language studies outside the classroom

setting has shown a rising tendency throughout the study. Students' interest in tackling language learning activities out of class may be said to arouse as a result of the study.

4.2.5.6. ALQ. Dimension 6- Selection of Content

The items written in this dimension of the ALQ, focus on gaining information about the students' evaluation and views of sharing the responsibility for selecting the content and materials for the English lesson. The three items of the present dimension are as follows;

| | |
|--------------|-----------------------------------------------------------------------------------------------------------|
| Question- 25 | I would like to select the materials for my foreign language lessons. INDEPENDENT |
| Question- 26 | I would like to share the responsibility of deciding what to do in the English lesson. INDEPENDENT |
| Question- 29 | I would like to choose the content of what is to be taught in the English lesson. INDEPENDENT |

Table 13. Descriptive Statistics for Dimension– 6 of ALQ

| | Mean | Median | Minimum | Maximum | Std. Dev. | Coefficient of Variation |
|-----------|-------|--------|---------|---------|-----------|--------------------------|
| Pre-test | 10,94 | 11,00 | 5,00 | 15,00 | 2,36 | 21,57 |
| Post-test | 12,09 | 12,00 | 6,00 | 15,00 | 2,05188 | 16,97 |

As displayed in Table 13 the mean score of the pre-test is 10,94 and post-test is 12,09 for this dimension of ALQ. The increase in the mean score of the post-test indicates that after the treatment period, the case study group started to show more interest in the selection of the content for their own language learning. The performances of the students as to the subject matter competence item in the checklist have been consistently at the satisfactory level in all weeks. This might stem from the students choosing their tasks on different or similar subjects by themselves. We believe that the feeling of being adequate or the view of their selves as competent in subject matters further urged the students to take active roles in the selection and management of the tasks.

4.2.5.7. ALQ. Dimension 7- Objectives/ Evaluation

This dimension constitutes of two items which attempt to investigate the students' *intrinsic motivation* for language learning. The items of the present dimension are as follows;

| | |
|--------------|---------------------------------------------------------------------------------------------------------------------------|
| Question- 31 | I think my friends are better than me in the foreign language. I want to reach their level of English. INDEPENDENT |
| Question- 33 | I believe that I will reach a good level in the English language. INDEPENDENT |

Table 14. Descriptive Statistics for Dimension– 7 of ALQ

| | Mean | Median | Minimum | Maximum | Std. Dev. | Coefficient of Variation |
|-----------|------|--------|---------|---------|-----------|--------------------------|
| Pre-test | 8,15 | 8,00 | 4,00 | 10,00 | 1,42 | 17,42 |
| Post-test | 8,91 | 9,00 | 6,00 | 10,00 | 1,15552 | 12,97 |

As observed in Table 14 the mean score of the pre-test is 8,15 and post-test is 8,91. This progress in the post-test mean score reveals that learners feel more confident about setting objectives for themselves, and accordingly this enhances their intrinsic motivation. These findings are supported by the results of both the IMI and the classroom observations. The IMI results including the *Interest/ Enjoyment* subscale also depicts that there has been an important increase in the intrinsic motivation of the learners (see section 4.3.2). In the classroom observations as well, a positive change was seen in the attitudes of the students towards learning English.

4.2.5.8. ALQ. Dimension 8- Assessment/ Motivation

The items in this section attempts to find out students' attitudes towards external assessment and its role in motivating the students' work. Of the five items, number thirty-nine is related to independency. So, the other four items related to dependency were reversed to independency during the calculation of the points. The five items of the present dimension are as follows;

| | |
|--------------|-------------------------------------------------------------------------------------------------------|
| Question- 30 | I don't study the topics after I get a good grade from my test. DEPENDENT |
| Question- 34 | I study English when we are going to have a test. DEPENDENT |
| Question- 38 | I do the English lesson activities only when my teacher is going to grade me. DEPENDENT |
| Question- 39 | I like it when my teacher gives us different test types, other than written tests. INDEPENDENT |
| Question- 40 | I like it when my teacher does a lot of tests in our English lesson. DEPENDENT |

Table 15. Descriptive Statistics for Dimension– 8 of ALQ

| | Mean | Median | Minimum | Maximum | Std. Dev. | Coefficient of Variation |
|-----------|-------|--------|---------|---------|-----------|--------------------------|
| Pre-test | 15,73 | 16,00 | 7,00 | 23,00 | 3,99 | 25,36 |
| Post-test | 18,03 | 18,00 | 9,00 | 22,00 | 3,23540 | 17,94 |

Table 15 highlights the additional scores the case study group has gained. It is seen that the mean score of the pre-test of the present dimension is 15,73 and post-test is 18,03. The differences between these points reveal that external assessment become less important in motivating the learners' work. So, this result also supports the result of Dimension– 7 which displays the enhancement in the intrinsic motivation of the students. The issues dealt with in the classroom observations such as *pleasure*, *willingness to participate*, *persistence* and *attentiveness* were the other signs of rising motivation in the learners. From the fourth week on, they have steadily been at the highest level. This may reveal that students' motivation has been fostered throughout the study.

4.2.5.9. ALQ. Dimension 9- Other Cultures

The four items which constitute the present dimension are independent ones that do not require reversion of the scores. These items aim to investigate the learners'

attitudes relating to the culture of other countries. The four items of the present dimension are as follows;

| | |
|--------------|--------------------------------------------------------------------------------------------------------|
| Question- 41 | I try to understand the jokes and riddles of the foreign language. INDEPENDENT |
| Question- 42 | I also investigate the culture of the foreign language I am learning. INDEPENDENT |
| Question- 43 | I also investigate the idioms and sayings of the foreign language I am learning. INDEPENDENT |
| Question- 44 | I ask people who have lived abroad about the lifestyles of the people living there. INDEPENDENT |

Table 16. Descriptive Statistics for Dimension– 9 of ALQ

| | Mean | Median | Minimum | Maximum | Std. Dev. | Coefficient of Variation |
|-----------|-------|--------|---------|---------|-----------|--------------------------|
| Pre-test | 12,18 | 12,00 | 5,00 | 19,00 | 3,75 | 30,79 |
| Post-test | 16,27 | 17,00 | 10,00 | 20,00 | 2,81 | 17,27 |

As it is seen in Table 16, the mean score of the pre-test is 12,18 and post-test is 16,27. The increase in the post- test result shows that the learners' attitudes relating to the culture of other countries has also been fostered after the implementation span. The interest aroused in learners towards the culture of the target language might also function as a motive for the students for feeling motivated to learn more English.

4.2.6. ALQ- Independency Levels

The Autonomy Learner Questionnaire used in this case study aims to survey to what extent the students' behaviors are autonomous. Accordingly, it was favorable that the case study group has higher scores which may show a stronger orientation toward autonomy after the twelve weeks implementation span. As, depicted in section 4.2.2. the maximum possible score a participant can gain from the test is 220 (44 X 5), and the lowest possible score is 44 (44 X 1). In this section of the present chapter, the independency levels of the participants will be analyzed. This will be done by

considering the scores gained by each of the participants depending on the chart of ALQ scores which determine the degrees of learner independency as follows; 0–44 = More Dependent, 45–88 = Dependent, 89–132 = Neutral, 133–176 = Independent and 177–220 = More Independent (see table?).

As it is seen in the Frequencies table below, all the thirty-three participants were applied both the pre-test and post-test of ALQ.

Table 17. Frequencies

| | | Statistics | |
|---|---------|--------------|----------|
| | | INDEPPR E | INDEPPOS |
| N | Valid | 33 | 33 |
| | Missing | 0 | 0 |

The histograms of the both tests following illustrates the number of the students in the Y scale (frequency), and the points gained by the students in the X scale. The points gained in the first histogram of the pre-test changes in the arrival of 110,0 and 165,0 while the points gained in the second histogram of the post- test changes in the arrival of 130,0 and 190,0.

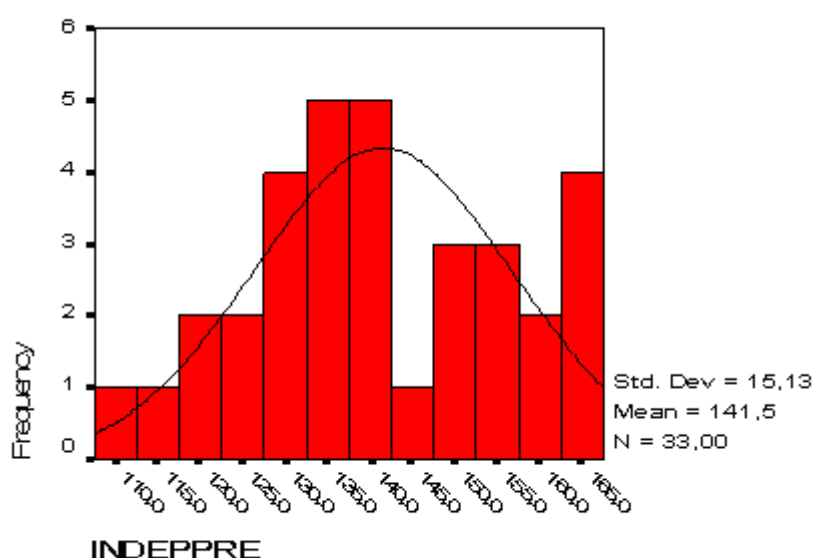


Figure 4. ALQ Histogram of Pre-Test Scores

In the pre- test all the participants gained more than 110 points. Therefore, it can be said that before the implementation period, there were not any students who were more independent or independent. Ten of the students were in the classification of neutral (89–132), and the other twenty students whose scores were between 133 and 165 were in the classification of independent (133–176). As observed, there aren't any students in the *more independent* classification before the implementation. As stated previously, the higher their score is, the more they seem to display autonomous behavior.

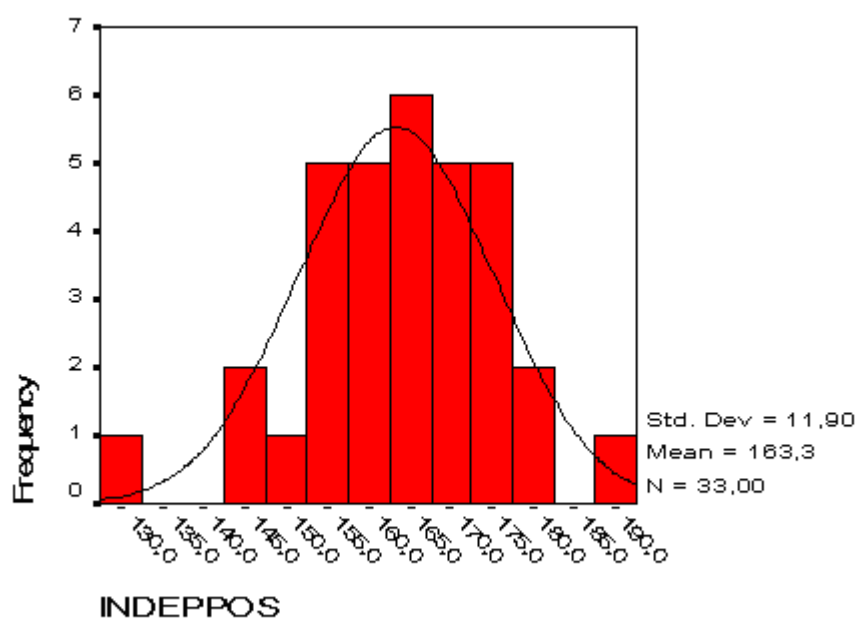


Figure 5. ALQ Histogram of Post-Test Scores

As Figure 5 depicts in the post-test of the ALQ, all the students except for one, scored more than 130 points. One participant got 130,0 points which classifies that student to the neutral part. The other 32 students scored the points from 140,0 to 190,0 which categorizes them to the independent (133–176) and more independent parts (177–220). It can be said that, of the thirty-three participants, twenty-nine are classified as independent and three participants are classified as more-independent due to the implementation applied to the students throughout twelve weeks. So, it can be inferred from these results that the implementation period contributed to the students' autonomy throughout the study.

4.3. The Results of Intrinsic Motivation Inventory

As mentioned in the previous chapter, the IMI is a multidimensional measurement which assesses participants' subjective experience related to a target activity. In the aim of assessing the students' subjective experience as to the tasks implemented in the classroom, the IMI was conducted six times throughout the study.

4.3.1. The Scoring of Intrinsic Motivation Inventory

The Intrinsic Motivation Inventory used in this case study comprises 24 items and 4 clusters of subscales; Interest/ Enjoyment, Perceived Competence, Pressure/ Tension and Perceived Choice. The students were to answer the questions as “Yes, I agree” which has the score of 3 points, “I partly agree” which has the score of 2 points or “No, I don’t agree” which has the score of 1 point. For each IMI the students could get maximum 72 points. In order to calculate the scores of IMI, first the items which have got an (R) symbol were reversed. The numbers of the reversed items are 3, 4, 12, 14, 16, 17, 19, 20, 21, 22 and 24 (See Appendix 2). So, as a result of this scoring system; the higher their score is, the more they seem to have the intrinsic motivation. In other words, the higher the students' interest/ enjoyment, perceived competence and perceived choice is, the more they are intrinsically motivated. Since, the pressure/ tension is theorized to be a negative predictor of the intrinsic motivation; the higher they get, the less pressure and tension they have. Figure 6 depicts the reverse scoring of Intrinsic Motivation Inventory. When conducting this scoring. The scores of the answers to the reverse questions were changed from 3 to 1, and from 1 to 3, the point 2 remained unchanged. There was a reason for these changes; the scoring point of the item response was subtracted from 4, and the result became the new scoring point of the reverse item. Later, the total scores were computed by averaging all the items' scores.

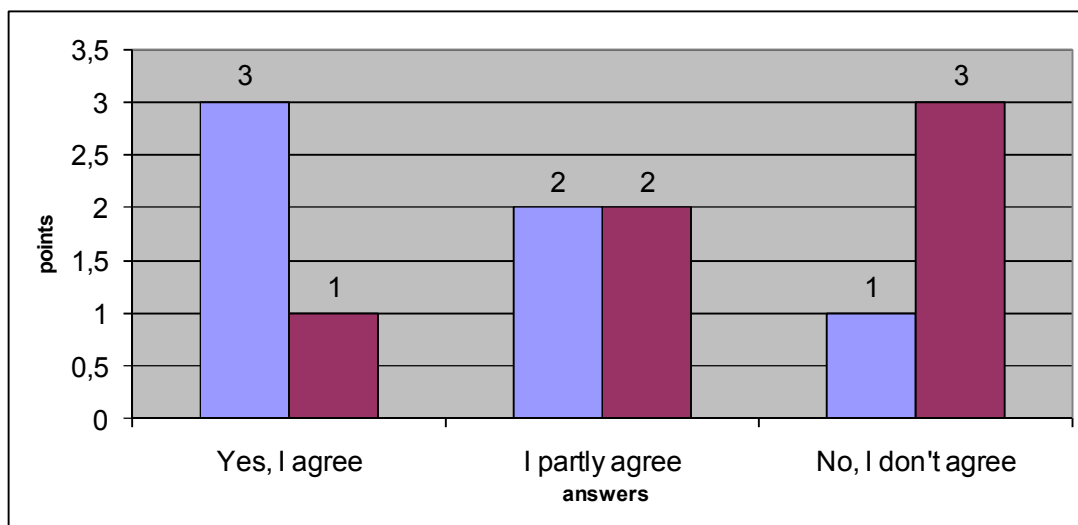


Figure 6. Reverse Scoring of Intrinsic Motivation Inventory

4.3.2. Statistical Data Analysis of Intrinsic Motivation Inventory

For the data analysis of Intrinsic Motivation Inventory, the Statistical Package for the Social Sciences (SPSS Version 11,5) was used. The IMI was administered to the group 6 times throughout the implementation period once in every two weeks. Based on this, in the aim of investigating whether the participants' intrinsic motivation was enhanced, the total scores were calculated and the mean scores of each week were computed.

Table 18. Descriptive Statistics of IMI

| | N | Mean | Std. Deviation | Minimum | Maximum |
|------|----|---------|----------------|---------|---------|
| IMI1 | 32 | 60,3438 | 5,44538 | 47,00 | 68,00 |
| IMI2 | 31 | 62,7419 | 4,80949 | 49,00 | 70,00 |
| IMI3 | 33 | 63,8485 | 4,59702 | 51,00 | 71,00 |
| IMI4 | 33 | 64,1515 | 5,13031 | 51,00 | 72,00 |
| IMI5 | 31 | 63,1290 | 4,63855 | 54,00 | 70,00 |
| IMI6 | 33 | 63,1515 | 5,65752 | 50,00 | 71,00 |

The descriptive statistics displayed in Table 18 depicts the mean scores of the IMI applied after the activities during the implementation process. It is seen that the mean scores of the six weeks has an increasing trend. This growing tendency starts with

a high level of average from the very first activity. This results may indicate that both the self- assessment checklists given before each new topic and the activities implemented so as to foster the learner autonomy of the students, not only enhanced the learner autonomy but also contributed to the intrinsic motivation levels of the students.

As can be seen, in the first application there was one missing participant, and in the second and fifth applications there were two missing participants. The missing participants were not able to attend in the fifth session because of having the epidemic illness of mumps which occurred in those two weeks time. Thus, this may clarify the trivial decrease and the stable trend recorded in the last two applications of IMI results of the students. We believe that in the absence of the external factors, such as health problems and students feeling of being exhausted due to end of semester, the IMI results of the students would have been much higher.

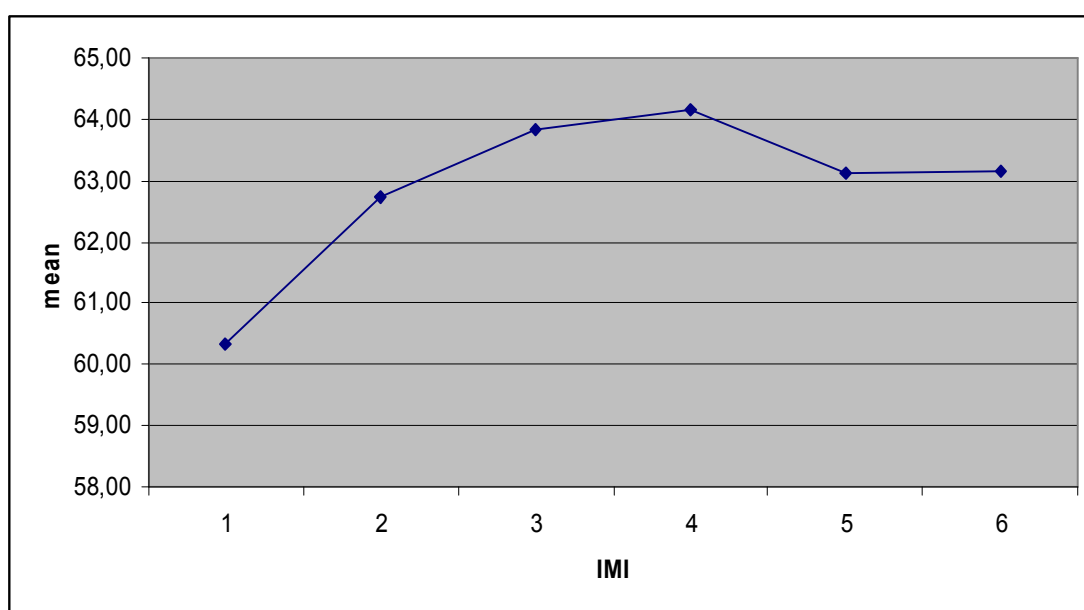


Figure 7. Mean Scores of Intrinsic Motivation Inventory

As it was mentioned before, the students could get maximum 72 points for each IMI. Considering this, the average score of each test that varied between the scores of 60 and 65 can be said to demonstrate the increasing intrinsic motivation level of the students during the case study period. This result is also supported by the findings of the ALQ Dimensions, 7 and 8 (see sections 4.2.5.7 and 4.2.5.8) and the motivation related criteria in the classroom observation checklists (see the following section).

4.4. The Results of the Classroom Observations

In order to get a complete picture of the participants' autonomy, motivation and language competence, the researcher made classroom observations using a checklist six times throughout the case study. The classroom observation checklist we utilized comprised of 11 criteria on the basis of the research questions:

- What specific classroom practices are helpful in our case within the process of promoting learner autonomy?
 - a. Does involvement of learners in the learning process through the use of self-assessment checklists promote their autonomy?
 - b. Does involvement of learners in the decision making process by presenting them task choices promote their autonomy?
- To what extent does promoting learner autonomy contribute to the development of the intrinsic motivation of the sixth grade EFL students in our case?

The items included in the checklist can be grouped under two titles as 'autonomy related criteria' and 'motivation related criteria'. According to Holec (1981), Wenden (1991), Slavin (2000), Benson (2001), Schmenk (2005), the items included in the category of autonomy are as follows:

- Self-learning: students' own learning in an autonomous manner
- Time management: the ability to efficiently and effectively make use of time
- Self-determination (Persistence): the degree to which human behaviors are volitional or self-determined.
- Planning: students' decisions about how to do the tasks.
- Self-confidence: students' believes in themselves and their abilities.
- Independence: students' active and independent involvement in their own learning.

- Self- starter (Initiative): students' participating the tasks by themselves without expecting prompt from the teacher.

The checklist items related with motivation, as identified by various researchers such as Deci and Ryan (1985); Edwards (1999); Slavin (2000); Benson (2001); Dörnyei (2001); Elliott, Hufton, Willis and Illushin (2005); Harackiewicz, Durik and Barron (2005) are as follows:

- Pleasure: students' gain from an activity that affords enjoyment
- Willingness to participate: students' joining the activities eagerly.
- Attentiveness: students' being alert (observant) and paying attention.
- Subject Matter Competence (Language Competence): Students' quality of being adequate.

The following table shows the students' performances in these qualifications as observed by the researcher during the implementation period.

Table 19. Observation Sheet Results

| | | Self-learnig | Time man. | Self-determ. | Planning | Self-conf. | Inde. | Self-starter | Pleas. | Willing. to part. | Atten. | Sbj. Mat. Co. |
|---------|--------|--------------|-----------|--------------|----------|------------|-------|--------------|--------|-------------------|--------|---------------|
| Week 2 | Good | | | | | | | | | | | ✓ |
| | Medium | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | |
| | Poor | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| Week 4 | Good | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ |
| | Medium | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| | Poor | | | | | | | | | | | |
| Week 6 | Good | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Medium | | | | | | | | | | | |
| | Poor | | | | | | | | | | | |
| Week 8 | Good | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Medium | | | | | | | | | | | |
| | Poor | | | | | | | | | | | |
| Week 10 | Good | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Medium | | | | | | | | | | | |
| | Poor | | | | | | | | | | | |
| Week 12 | Good | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Medium | | | | | | | | | | | |
| | Poor | | | | | | | | | | | |

The researcher tallied this checklist once in two weeks time for evaluating the students' qualifications as reflected in their classroom behaviors during the accomplishment of the activities. The results of this observation checklist reveal that, except for the first four weeks, students showed good performance for all above mentioned criteria after the researcher began implementing the tasks in class. In the first four weeks, students had some adaptation problems to the tasks and the procedures followed in class, since that was the first time they had ever been involved in activities such as selecting tasks or assessing themselves. It took a few weeks for the students to

adapt themselves to the changes in the classroom practices from teacher dominated traditional activities such as mechanical grammar drills to this new form of student-oriented learning through the various meaningful tasks.

In the first four weeks, It was observed that the students were rather poor in self-learning, time management, self-confidence, independence and initiation (all of which are related to autonomy). And, they displayed medium performance in pleasure and willingness to participate in the tasks due to lack of motivation. In the beginning, students were hesitant to join the tasks or to cooperate with their friends because of lack of self-confidence. However, starting from the fifth week, the students were observed to develop eagerness in joining the classroom activities. They were also more enthusiastic in cooperating with others when studying on the tasks. Some of the students even wanted to stay in the classroom during the breaks to continue to study either as a group or in pairs. They also looked more comfortable in planning their own learning. It was easy to observe the respectable development in their self-learning and pleasure as both increased week by week.

In accordance with the ALQ and IMI results, the observations displayed that besides having great fun, the students gained various abilities via implementation of the self- assessment checklists and the choiceful tasks they fulfilled. They learned how to manage their time, and plan a task independent from the teacher. In addition, their self-determination and self- confidence have been enhanced. Because of the self- assessment checklists, their attentiveness was intensified. Furthermore, they noticed that they began to succeed self-learning and this encouraged them to initiate the activities without the teacher's prompt. Consequently, we can say that the classroom observations affirm the development in the students' awareness in autonomy and its contributions to their intrinsic motivation.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

In the previous chapter, we presented our data analysis and the results of this study. In this chapter, we will provide a brief discussion of the topic and conclusion, finally, limitations and suggestions for further studies.

5.2. Discussion and Conclusion

Motivation arouses interest in students in order to do the requirements of the lessons by promoting encouragement. According to Gardner and Lambert (1972), there is a close relationship between language learning and motivation. Today it is commonly accepted that motivation is discussed under some sub-titles one of which is the “intrinsic motivation” that occurs when the student receives pleasure and satisfaction from what he does. Ellis (1997) mentions that higher intrinsic motivation is linked to higher school achievement in children.

In the area of foreign language teaching, in the recent years the methodology followed in the classroom has been changed in accordance with the learner-centered strategies which argue that the learners should be engaged in the teaching and learning process actively in order to learn the language properly and meaningfully. Thus, it is now accepted that the learners are at the very center of the learning process. For being successful, not only the intellectual but also the emotional needs of the learners should be satisfied. For this reason, the affective dimension of learning, including motivation and other issues such as attitudes, self-esteem, confidence, and anxiety should be dealt with by the teacher. According to Wisher (in Duffy and Kirkley, 2004), learner-centered pedagogy addresses what students need to learn, what their learning preferences are, and what is meaningful to them. The principles of American Psychological Association (1993) address areas such as curiosity and intrinsic motivation, linking new information to old in meaningful ways, providing choice and personal control, promoting social interaction and interpersonal relations, encouraging thinking and reasoning strategies, and constructing meaning from information and experience (p.186). There have been numerous researches done in the field of

motivation, since it is an important concept that affect language learning. Deci and Ryan (1985), for example, mention intrinsically motivated students are compelled to learn by a motive to understand. That is, they have a driving interest to be self-determining and competent.

Following the judgments above, in our study, we aimed to promote the intrinsic motivation of the participant students in this specific case. As Macaro (1997) and Van Lier (1996) say that the person's self-determination and autonomy ties intrinsic motivation to personal achievement. Drawing on this view, we tried to promote students' autonomy by using self-assessment checklists and giving active roles to students in decision making process with an expectation of an increase in their intrinsic motivation. When designing our case study the motive behind our using of self-assessment checklists and task choice was the assumption that active involvement of the learners in the learning process increases their autonomy, which will in turn contribute to their intrinsic motivation. In chapter IV, we have presented the results of our case study in detail. Briefly, the scores of all the dimensions of ALQ increased significantly between the pre-test and post-test results. This may prove the enhancement in the autonomy scores of the participant students. Also, the scores students gained from IMI, which was administered six times in twelve weeks, showed an increasing trend throughout the study. Thus, this growing tendency depicts that the intrinsic motivation level of the students has risen during the case study process. These results are also backed up by the findings of the classroom observation checklist which was also utilized 6 times throughout the study. So, the results of the statistical analysis of ALQ, IMI and Classroom Observation Checklist reveal that promoting learner autonomy via the use of self-assessment checklists and involvement of learners in decisions about tasks implemented in the class enhanced the intrinsic motivation of the students.

5.3. Limitations of the Study

Although the findings of the present study supported the positive contribution of the learner autonomy to the increase in the intrinsic motivation of the young language learners, some limitations of the study should be considered.

Firstly, the sample size of this study was small. Despite the transparency of the study findings, a larger number of the participants would have permitted a greater reliance as to the results. Second, the findings are valid for only this case study group. Although the number of our participants is quite natural for a case study, for making

generalizations, a bigger sample is needed. Finally, in our study, the classroom practices for promoting learner autonomy were limited with involvement of learners in assessment and task management.

5.4. Suggestions for Further Studies

While our study findings depicted significant effects of the learner autonomy on the development of the intrinsic motivation of the young language learners, it would be beneficial to do more studies on this issue in order to generalize the findings of the study. It is needed to conduct studies with a larger sample size to make better generalization and confirmation of the results of our investigation. Moreover, it would be interesting to replicate this study with fourth graders who meet English for the first time which may shed light to interesting results, ideas and directions in the field. Similarly, a replication of this study with adult or teenage language learners might be helpful to reveal whether autonomy plays a role in increasing intrinsic motivation or not. Finally, as the procedure followed in our study is based on two main classroom practices, that is active involvement of learners in assessment and decision making processes, for promoting autonomy, further studies might be conducted to see the effect of other types of classroom practices on learner autonomy and intrinsic motivation.

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Web sites for ELP:

http://www.nacell.org.uk/resources/pub_cilt/portfolio.htm

http://www.nacell.org.uk/resources/pub_cilt/portfolio_revised.pdf

APPENDICES

APPENDIX 1

AUTONOMY LEARNER QUESTIONNAIRE

- 5= Always True (Her Zaman Doğru)
 4= Mostly True (Çoğu Zaman Doğru)
 3= Sometimes True (Bazen Doğru)
 2= Rarely True (Nadiren Doğru)
 1= Never True (Hiçbir Zaman Doğru Değil)

| | | 5 | 4 | 3 | 2 | 1 |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1 | İngilizce öğrenirken bildiklerimle yeni öğrendiklerim arasında ilişkiler kurmaya çalışırım. When I am learning English I try to relate the new things I have learned to my former knowledge. | | | | | |
| 2 | İngilizce yazılmış olan kitaplardan ve kaynaklardan kendi isteğimle faydalanırım. I use other English books and resources on my own will. | | | | | |
| 3 | İngilizce çalışan bir insan duyduğumda onu çok dikkatlice dinlemeye çalışırım. When I hear someone talking in English, I listen very carefully. | | | | | |
| 4 | Arkadaşlarımla veya ailemle İngilizce konuşmak istiyorum. I want to talk in English with my family or friends. | | | | | |
| 5 | Basit İngilizce ile yazılmış olan kitapları kendi isteğimle okurum. It is my own preference to read English books written in basic English. | | | | | |
| 6 | İngilizce öğrenirken kendi kendime öğrenebileceğim alıştırmaları severim. While learning English, I like activities in which I can learn on my own. | | | | | |
| 7 | İngilizce öğrenirken kendi kendime yeni şeyler denemeyi severim. I like trying new things while I am learning English. | | | | | |
| 8 | İngilizce bir konuyu öğretmen anlatmazsa, onu öğrenemeyeceğim diye korkarım. I am afraid that I won't learn a topic if the teacher doesn't explain it in the English class. | | | | | |
| 9 | İngilizce'yi kendi kendime öğrenmek zorunda kalmayı sevmem I don't like learning English on my own. | | | | | |

| | | | | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 10 | İngilizce dersinde öğrenemediğim konuyu tek başıma çalışarak öğrenebilirim. If I cannot learn English in the classroom, I can learn working on my own. | | | | | |
| 11 | İngilizce öğrenirken öğretmenimin yanımda olması beni rahatlatıyor. I feel confident when the teacher is beside me while I am learning English. | | | | | |
| 12 | İngilizce'yi sadece öğretmenin yardımıyla öğrenebilirim. I can learn English only with the help of my teacher. | | | | | |
| 13 | İngilizce öğrenmem için öğretmenim bana her zaman yol göstermelidir. My teacher always has to guide me in learning English. | | | | | |
| 14 | İngilizce öğrenirken öğretmenimin dilbilgisi kurallarını tekrarlayarak anlatmasını isterim. While learning English I would like my teacher to repeat grammatical rules. | | | | | |
| 15 | Öğretmenim bize İngilizce'deki her ayrıntıyı anlatınca sevinirim. I feel happy when my teacher explains very detail of English. | | | | | |
| 16 | Gelecekte İngilizce'yi tek başıma/öğretmenim olmadan öğrenmeye devam etmeyi isterim. In the future, I would like to continue learning English on my own/ without a teacher. | | | | | |
| 17 | Diğer öğrencilerle çalışabileceğim ingilizce proje ödevlerinden hoşlanırım. In the English lesson I like projects where I can work with other students. | | | | | |
| 18 | İngilizce'nin dil bilgisini kendi kendime/ öğretmene gerek duymadan öğrenebilirim. I can learn the English grammar on my own/ without needing a teacher. | | | | | |
| 19 | İngilizce'deki sözcükleri öğrenmek için kendi yöntemlerimi kullanırım. I use my own methods to learn vocabulary in English. | | | | | |
| 20 | İngilizce'deki sözcükleri sözlük karıştırarak geliştirmeyi severim. I like learning English words by looking them up in a dictionary. | | | | | |
| 21 | Sadece öğretmenim İngilizce dil bilgisi kurallarını bana öğretebilir. Tek başıma öğrenemem. Only my teacher can teach me the English grammar. I cannot learn on my own. | | | | | |
| 22 | Öğreneceğimiz sözcükleri öğretmenin vermesini isterim. I want the teacher to give us the words that we are to learn. | | | | | |

| | | | | | | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 23 | Yabancı dil derslerimle ilgili kaset/video/ CD'leri sınıf dışında kullanmak isterim I would like to use cassettes/video/CD's in the foreign language, outside of the classroom. | | | | | |
| 24 | İngilizce okumayı ve dinlemeyi aslında sınıf dışında yapmayı tercih ederim. In fact I like to listen and read in English outside of the classroom. | | | | | |
| 25 | Yabancı dil derslerim için malzemeleri kendim seçmek isterim. I would like to select the materials for my foreign language lessons. | | | | | |
| 26 | İngilizce dersinde neler yapılacağı konusunda sorumluluk paylaşmak isterim. I would like to share the responsibility of deciding what to do in the English lesson. | | | | | |
| 27 | Ben İngilizce'yi nasıl en iyi şekilde öğrenebileceğimi bilirim. I know how I can learn English the best. | | | | | |
| 28 | İngilizce dersindeki bir konuyu öğrenmemişsem, sorumlusu benim. If I haven't learnt something in my English lesson, I am responsible for it. | | | | | |
| 29 | İngilizce dersinde öğretilcek konuları kendim belirlemek isterim. I would like to choose the content of what is to be taught in the English lesson. | | | | | |
| 30 | Yazılıdan iyi bir not alınca, bir daha o ders konularını çalışmam. I don't study the topics after I get a good grade from my test. | | | | | |
| 31 | Arkadaşlarımın yabancı dilde benden daha iyi olduğunu düşünürüm. Onların seviyesine ulaşmak isterim. I think my friends are beter than me in the foreign language. I want to reach their level of English. | | | | | |
| 32 | İngilizce derslerimle ilgili eksiklikleri nasıl telafi edeceğim konusunda endişelenirim. I hesitate on the matter of compensating what I have missed in English lessons. | | | | | |
| 33 | İngilizce'de iyi bir seviyeye geleceğime inanıyorum. I believe that I will reach a good level in the English language | | | | | |
| 34 | İngilizce'yi sınav olacağımız zaman çalışırım. I study English when we are going to have a test | | | | | |

| | | | | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 35 | İngilizce'yi kendi kendime çalışınca daha iyi öğrendiğimi düşünüyorum. I think that I learn English better when I work on my own. | | | | | |
| 36 | İngilizce dersini sadece öğretmenimin verdiği ödev için çalışırım. I only study for the English lesson when the teacher gives homework. | | | | | |
| 37 | İngilizce'yi yalnız çalışmaktansa arkadaşlarımla çalışmak bana daha faydalı oluyor. I find it more useful to work with my friends than working on my own for the English lesson. | | | | | |
| 38 | İngilizce alıştırmaları sadece öğretmenim not vereceği zaman çalışırım. I do the English lesson activities only when my teacher is going to grade me. | | | | | |
| 39 | Öğretmenimin yazılı sınavlardan daha farklı sınav türleri yapması hoşuma gider. I like it when my teacher gives us different test types, other than written tests. | | | | | |
| 40 | Öğretmenimin İngilizce dersi için çok sınav yapması hoşuma gider. I like it when my teacher does a lot of tests in our English lesson. | | | | | |
| 41 | Öğrendiğim yabancı dildeki fıkraları anlamaya çalışırım. I try to understand the jokes and riddles of the foreign language. | | | | | |
| 42 | Öğrendiğim yabancı dilin kültürünü de araştırırım. I also investigate the culture of the foreign language I am learning. | | | | | |
| 43 | Öğrendiğim yabancı dilin atasözlerini ve deyimlerini de araştırırım. I also investigate the idioms and sayings of the foreign language I am learning. | | | | | |
| 44 | Yurtdışında yaşamış olan insanlara, oradaki insanların yaşam biçimleriyle ilgili sorular sorarım. I ask people who have lived abroad about the lifestyles of the people living there. | | | | | |

Katılımınız İçin Teşekkür Ederim!

APPENDIX 2

Intrinsic Motivation Inventory

Interest/Enjoyment

3- Yes, I agree 2- I partly agree 1- No, I don't agree

1. I enjoyed doing this activity very much
2. This activity was fun to do.
3. I thought this was a boring activity. (R)
4. This activity did not hold my attention at all. (R)
5. I would describe this activity as very interesting.
6. While I was doing this activity, I was thinking about how much I enjoyed it.

Perceived Competence

7. I think I am pretty good at this activity.
8. I think I did pretty well at this activity, compared to other students.
9. After working at this activity for a while, I felt pretty competent.
10. I am satisfied with my performance at this task.
11. I was pretty skilled at this activity.
12. This was an activity that I couldn't do very well. (R)

Pressure/Tension

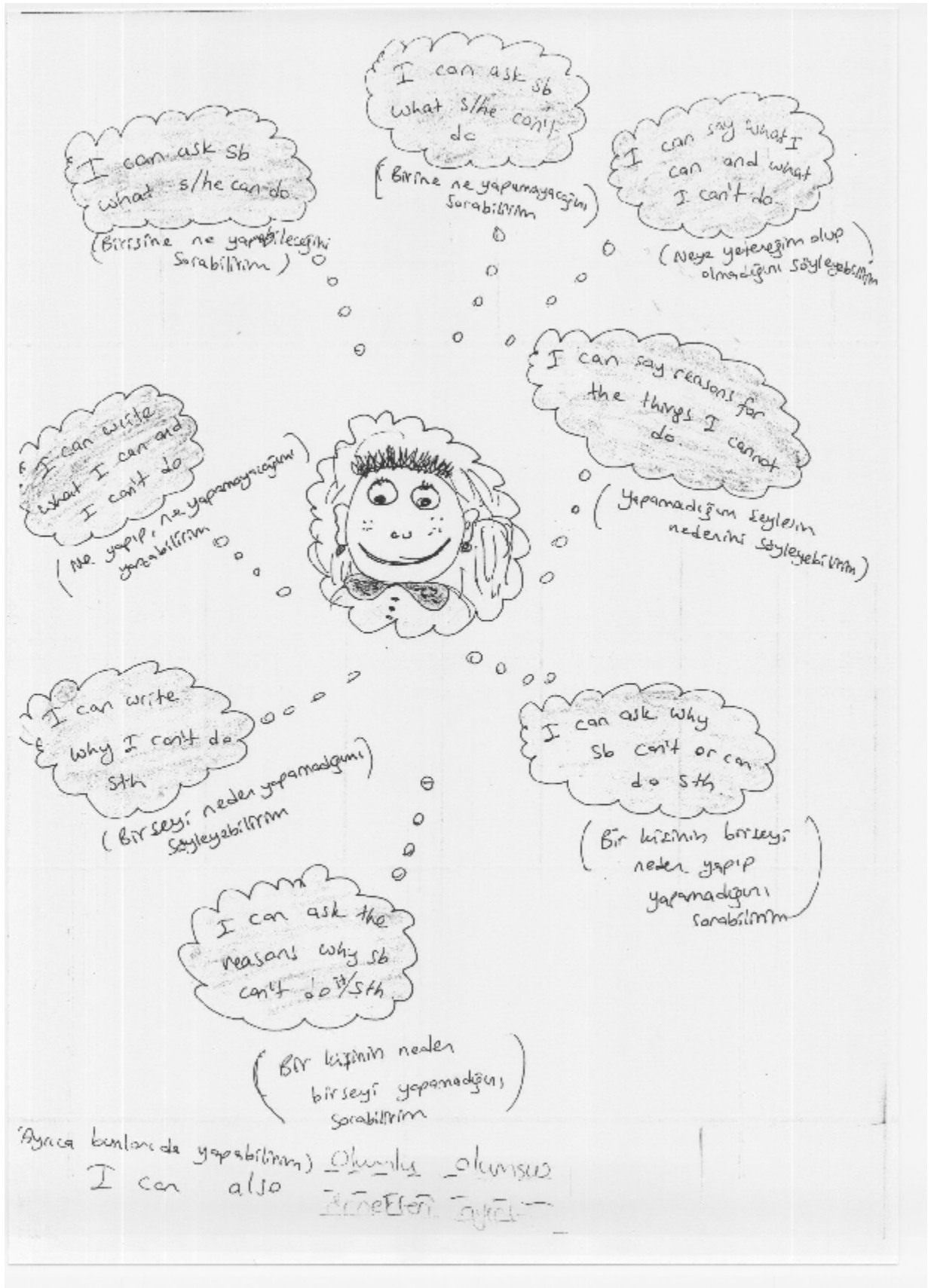
13. I did not feel nervous at all while doing this.
14. I felt very tense while doing this activity. (R)
15. I was very relaxed in doing these.
16. I was anxious while working on this task. (R)
17. I felt pressured while doing these. (R)

Perceived Choice

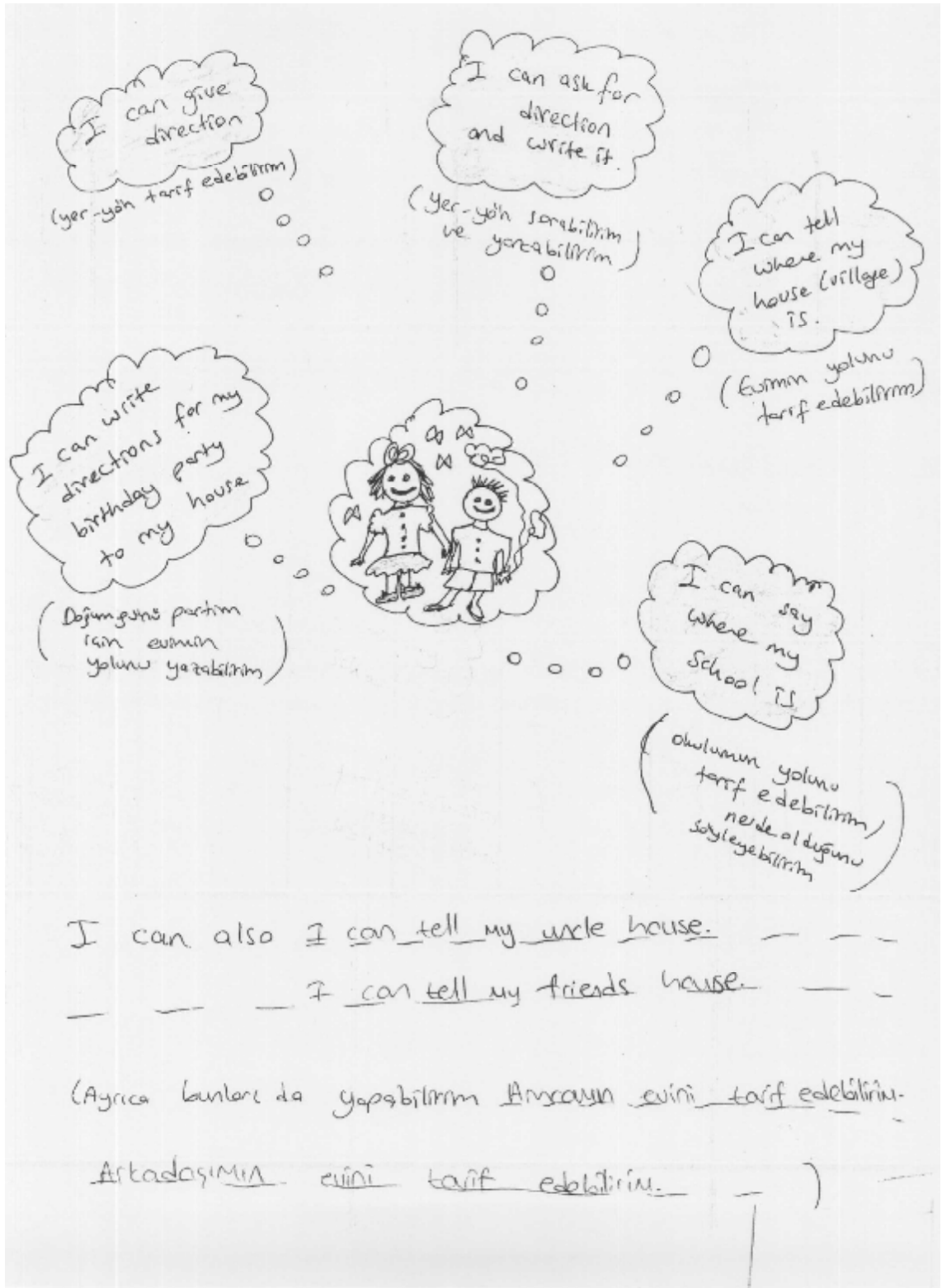
18. I believe I had some choice about doing this activity.
19. I felt like it was not my own choice to do this task. (R)
20. I didn't really have a choice about doing this task. (R)
21. I felt like I had to do this. (R)
22. I did this activity because I had no choice. (R)
23. I did this activity because I wanted to.
24. I did this activity because I had to. (R)

APPENDIX 5

SAMPLE 1



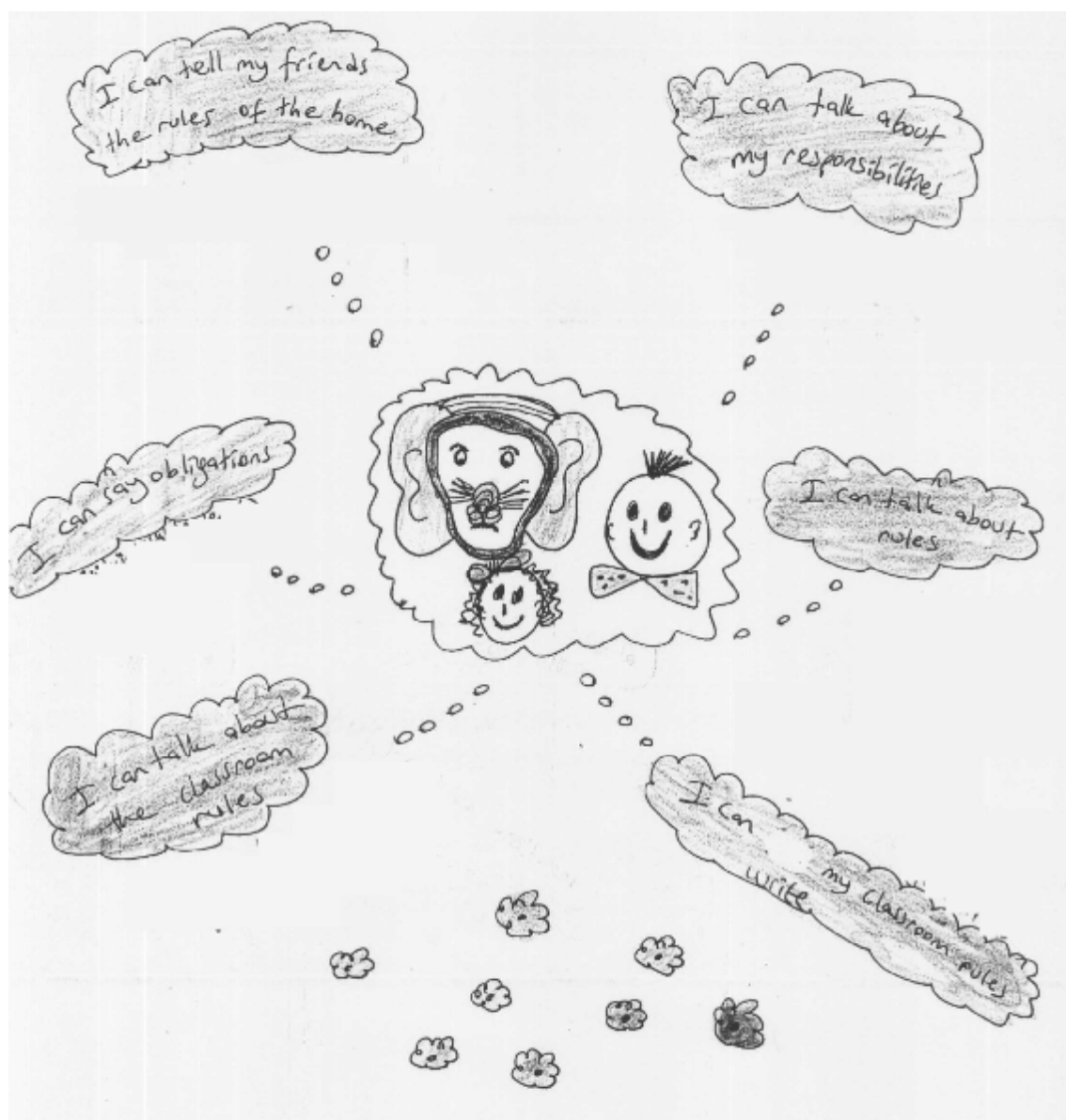
SAMPLE 2



SAMPLE 3



SAMPLE 4



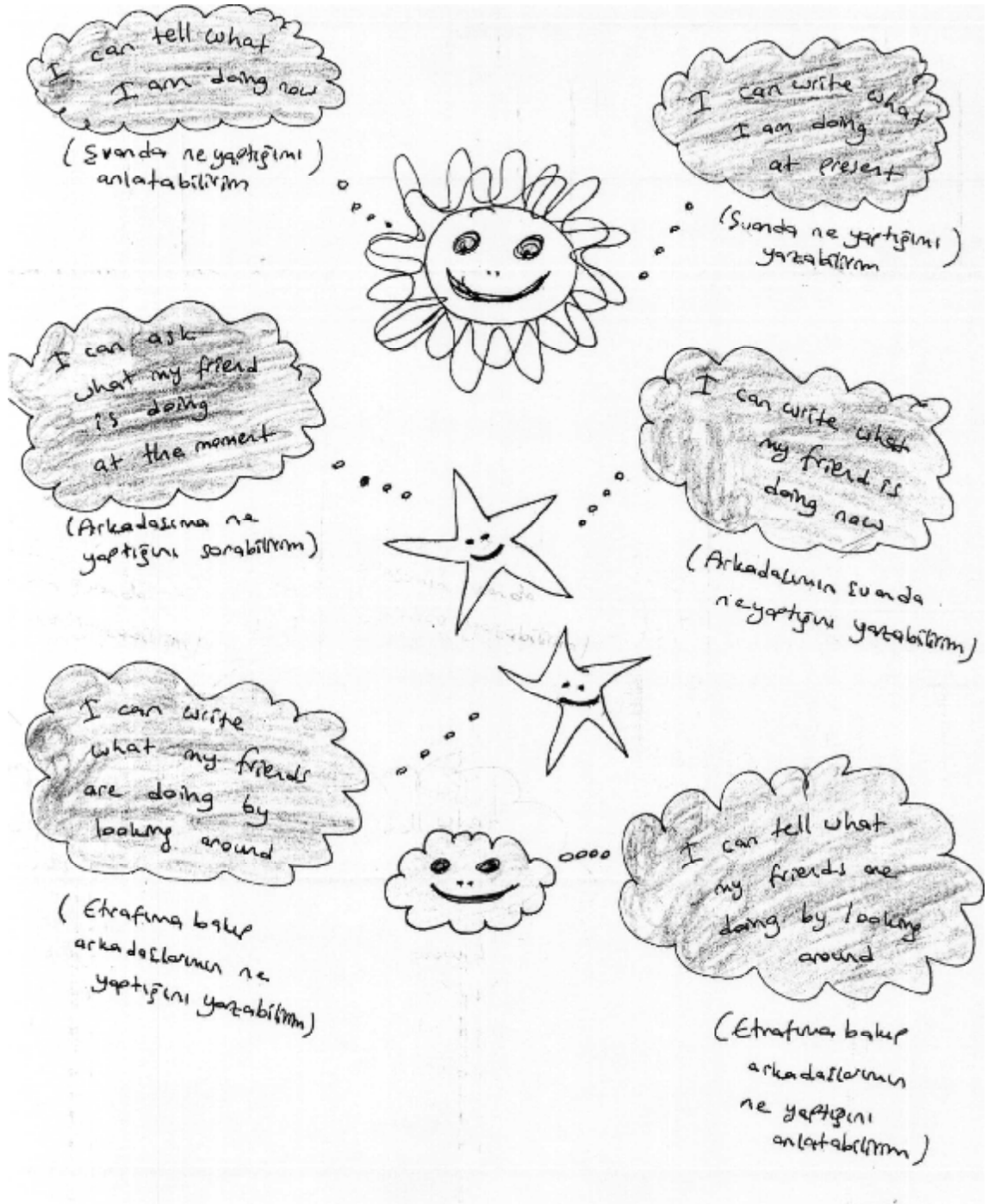
SAMPLE 5



SAMPLE 6



SAMPLE 7



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